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Principals At Work--A Descriptive Study of Principals of Grades I-XII Schools in Zones II and III in the Province of Alberta

by

©

Jeanne R. Cooper

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF DOCTOR OF PHILOSOPHY

Department of Educational Administration

EDMONTON, ALBERTA

FALL 1986

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Chester Bumbarger

Supervisor

Eugene W. Ratsoy

External Examiner

Date 8/10/86

". . . I owe a belief that knowledge is worth searching for, that observation and analysis can be carried on with an affection constructive both for those who study and for those who are studied . . . ."

Margaret Mead (1949:iv)

Abstract

The purpose of this study was to observe and describe the work of the principal of the Grades I-XII school. The primary data gathering method employed a structured observational instrument. Diaries were used by the principals to record time spent on activities outside the work day. In addition, pre- and post-observation structured interviews were conducted with each principal.

Five principals in schools enrolling students from grades I through XII in Zones II and III in the province of Alberta were observed for a total of 25 days during the spring of 1982. Profiles of each principal and composite scores for all five principals were developed from low inference data (media used, location, participant) and high inference data (purpose or task areas).

Several propositions were generated from the data relating to the nature of the work of the principal of these all-grades schools.

It was found that the principal works long hours which are characterized by fragmentation of activity. The principal feels that he/she controls the work. Policy handbooks are used as an extension of the principal's authority. Governance is shared with the superintendent of schools and teachers. Nearly sixty per cent of the day is spent in verbal communication. Two-thirds of the activities are conducted on the principal's "own turf." Work is planned on a yearly and daily basis. The principal spends most of the time with intra-organizational participants.

The principalship appears to be affected by such factors as student mobility, experience of the principal and experience of the staff. The principalship of a small school might be expected to exhibit aspects of lower specialization, lower standardization, lower formalization and greater centralization. There are probably more commonalities between principalships of a similar size than in the range of size possible in schools that offer grades I through XII.

The small sample in this study prohibited generalizations to the total population of principals of the Grades I-XII schools. Composite scores and interview data provided a

description of this group of principals. The profiles for each principal suggested the range of scores possible in a composite description.

This study noted similar characteristics among the work of principals and that of executive managers, deans of nursing and superintendents of schools as represented in the literature. The five principals in this study worked an average of 10.5 hours each day, one hour longer than the deans of nursing and nearly two and one-half hours longer than superintendents of schools and the executive managers. The principals performed an average of 151.4 activities per day, four times as many activities per day as superintendents of schools and deans of nursing and nearly seven times as many activities per day as managers. The principals made five times as many verbal contacts as superintendents of schools and nine times as many as executive managers and deans of nursing, however the average duration of these contacts was the lowest of the four types of administrators.

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CHAPTER 1

Introduction

According to the Alberta *School Act*, Section 93.1 (1980:41) a school board must designate "one teacher to be the principal of each school." This legal requirement legitimizes the principal teacher in each school as an educational and administrative leader. For the school year 1981-1982 (Appendix A), there were 1243 principals in Alberta.

In addition to the large number of principals, these principals are deemed by some to be the most important and influential people in schools.

The presence of a large administrative force of principals and the perceived influence these principals have on schools have been contributing factors to the development of a study of the principalship by the Alberta School Trustees' Association. This association representing all the school boards in Alberta unanimously passed Resolution 37E/81 (Appendix B) and a Task Force was formed in January, 1982 to study the Role of the Principal.

Other studies of the principalship may be justified because of the numbers involved, their visibility, their importance and a felt need in this province for a better understanding of the work of principals. This study was delimited to a study of the principalship of Grades I-XII schools for three reasons: (1) the observation method used is time-consuming; (2) the principalship of Grades I-XII schools should offer a reasonable sample of the breadth of activities and tasks found in a principalship; and (3) there is a lack of information available about administering all-grades schools.

Background to the Study

Size is an important variable of organizations. Since Woodward's study in 1958, a host of studies on this variable have been conducted. Large organizations, particularly manufacturing and commercial ones, have provided rich data. Large schools, especially urban ones, whether elementary or secondary, have also contributed.

The existing information on small rural schools (Bumbarger and Ratsoy, 1975:68-75) dates back to the 1950's and 1960's when the question of centralization was paramount. This literature, therefore, largely deals with the cost effectiveness of larger units and the larger complement of courses that can be offered to secondary students in a larger unit.

Of the 457 operating schools in Alberta for the school year 1981-1982, 124 were Grades I-XII schools (Appendices A and C). Most of these schools were found in rural Alberta. These schools are often considered to be large schools in rural areas but are small when compared to urban schools. When considered as three-schools-in-one, representing a combination of elementary, junior and senior high schools, they qualify as small.

Though Grades I-XII schools may be viewed as small organizations, there are still variations in size in the 124 such schools in Alberta. The smallest schools had one teacher (Appendix C); there were four of these. The largest one had 84 teachers and was in the city of Calgary. Using data from the *List of Operating Schools in Alberta, 1981-1982*, the average number of teachers for each Grades I-XII school was 18.5 (Appendix C).

A study of small organizations can be based in theory. Easton (1965:471) notes that "the function of theory is . . . a means of rescuing the student . . . from the need to be the master of all the facts that he might possibly wish to survey." Four formulations from previous studies were used in this study. First, differences and similarities among principal task-profiles were examined in terms of three categories of complexity indicators related to size devised by Hall (1977:116-117): (1) spatial dispersion; (2) hierarchical differentiation (configuration); and (3) specialization. Second, the concept of structure as interpersonal relations between organizational members came from Lasswell. The process of communication, "who says what, to whom, how, and with what effect?" was used. Third, the concept of technology as the embodiment of accumulated knowledge whereby people in an organization fulfill its purposes, discharge its tasks and achieve its objectives was extracted from a large number of studies that have identified task areas that are central to the work of a principal. Fourth, the study was an extension of studies (Sproull, 1978; Peterson, 1978; Martin, 1980) of actual on-the-job observation, description and analysis of principals at work. This study adds to the growing knowledge of "observable facts" that Simon (1976:37) states are prerequisites to "administrative theory."

The focus of this study is: (1) on the Grades I-XII principalship; (2) set in the context of a small organization; and (3) delimited to an observation and description of the principal's daily activities for five consecutive days.

Purpose of the Study

The purpose of the study was to develop a descriptive profile of the principalship of Grades I-XII schools. In order to determine selected characteristics of the work of these principals, two major variables guided the study.

1. Communication which closely parallels "structure" in organizations:
    a. -what kinds of information are processed?
    b. -through what media?
    c. -with whom?
    d. -where?
    e. -how frequently?
    f. -how long?
2. Task areas which closely parallel "technology" in organizations:
    a. Curriculum and Instruction (or Program)
    b. Staff Personnel
    c. Student Personnel
    d. Resource Management
    e. Support Management
    f. System-Wide Policies and Operations

g. Community Relations

h. Teaching

i. Pleasantries (maintenance behaviour in communication)

j. Unclassified

Statement of the Problem

The central problem in this study was to describe behaviours of principals of Grades I-XII schools with the intent of developing propositions about the principalship in this type of school.

Sub-problems

In order to address the central problem, the following sub-problems were identified:

1. What are the behaviours of principals as identified in the literature?
2. What are the actual behaviours of principals of Grades I-XII schools as identified through observation, the review of diaries and by interview?
3. What variations exist among the principals observed?
4. What are the prominent characteristics of the principalship of Grades I-XII schools?
5. What are the differences and similiarities between the principals observed and:
    a. The five chief executive managers in Mintzberg's (1968;1973) study?
    b. The eight superintendents of schools in Duignan's (1979) study?
    c. The five deans of nursing in Hannah's (1981) study? and
    d. The principals studied in the United States by Peterson (1978), Sproull (1978) and Martin (1980)?
6. To what extent can the all-grades principalship be considered routine? What aspects of the principalship are repetitive and predictable? What patterns are discovered? How much control over the job does a principal have?
7. What tentative propositions may be formulated regarding the nature of the principalship in Grades I-XII schools?

Justification for the Study

A legal need for principals has created a large number of school-based administrators. In addition, the principal is viewed by some as the most important person in a school. The U.S. Senate report on Equal Educational Opportunity (1974:305) states:

> In many ways the school principal is the most important and influential individual in any school. He is the person responsible for all the activities that occur in and around the school building. It is his leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become. He is the main link between the school and the community and the way he performs in that capacity largely determines the attitudes of students and parents about the school. If a school is a vibrant, innovative, child-centered place; if it has a reputation for excellence in teaching; if students are performing to the best of their ability one can almost always point to the principal's leadership as the key to success.

Additional research on the principalship may be justified on a need to understand the educational and administrative leaders of schools.

A study of the principalship in Grades I-XII schools should yield data that describe the work of principals, specifically, tasks performed and the context within which these tasks are performed. In addition, small is concomitant with this all-grades principalship and there is a paucity of information on both the all-grades principalship and on small schools.

This study was undertaken to develop insights and propositions that: (1) support and reinforce existing "theories" on the nature of a principal's work; and (2) contribute toward a theory base that is specific to the job of the all-grades principal.

Justification for the Approach

Principals and others can be surveyed and interviewed to provide descriptions of the characteristics of a principal's job. The data gathered in this manner are usually stated in broad categories such as functions or in somewhat more specific categories such as task areas. These descriptions are based on retrospection rather than on measurement of actual time spent on these functions or tasks.

The diary is a more direct method. Diary studies have tried to obtain specific details of a manager's job but the method depends on timely and accurate recording of every activity.

Another direct method is observation of principals at work. Mintzberg (1973) and others have used the structured observation field approach. This approach assumes that an observer can record more accurately small intervals of time than can a manager recording his own activities. In this study, data were recorded on site as the events occurred. The structured observational instrument was designed so that tasks and three aspects of communication (medium, location and participant) could be checked off as each activity was observed. Additional space was available on the instrument to record comments on each activity.

The methodologies used in this study, especially structured observation, limited the number of principals who could be observed. From a "general universe" of 124 principals of Grades I-XII schools dispersed in six zones in the province of Alberta (Appendix C), this study was limited to studying the 35 all-grades principals in Zones II and III (Appendices D and E). From a "working universe" of 35 principals, five principals were selected for study.

The selection of five principals was based on: (1) representation of various types of schools from county, school division, school district, public and separate jurisdictions; and (2) all-grades schools that would have at least one vice-principal.

Each principal was observed for a period of five days which represents only 2.5 per cent of each principal's school year. The observation time is a limitation but is comparable to similar studies.

Significance of the Study

1. Significance for Theory

The behaviour of administrators needs to be studied from many perspectives. For many years, it was studied through indirect methods whereby much of the data collected depended on the respondent's perception of his work. Latterly, especially since Mintzberg's text in 1973, the behaviour of administrators has been studied through on-site observations of people doing on-the-job activities. Much of the data gathered in this manner has depended on the observer as a data-gathering instrument.

Spurious differences may be highlighted from data gathered by either direct or indirect methods. Because these methods are imperfect in different ways, observation studies may complement indirect studies. From the indirect studies reported in the literature two variables were abstracted: (1) communication and (2) task. These were common to the principalship. From the observation studies, a method to observe principals at work was devised. "Known" variables extracted from indirect studies were used to place a control on the observer.

The study was concerned with what principals *do* as a means toward better understanding what the principalship *is* in Zones II and III in the province of Alberta. The analysis of the kinds of information processed according to a principal's task areas is included in this study and seems to be unique.

The study analyzed the activities of the Grades I-XII principals in a manner similar to those of other managerial positions represented in the literature, that is:

(a) Mintzberg's (1968; 1973) five executive managers;

(b) Sproull's (1978) five program directors/principals;

(c) Peterson's (1978) two principals;

(d) Duignan's (1979) eight school superintendents;

(e) Martin's (1980;1981) five high school principals; and

(f) Hannah's (1981) five deans of nursing.

The principalship of Grades I-XII schools is found in one of the forms of the "small school." It is argued that the "small school" is of particular interest because: (1) it still exists in significant numbers in rural Alberta; (2) cities have their "small schools," although, only Calgary has one in the form of Grades I-XII; and (3) there are some instances of organizing schools by "family" groups of three or four grade levels rather than homogeneous grouping by grades. Such groupings are purposely creating a "small school" atmosphere.

The principalship of a "small school" may be different from that of the large composite school. Seger, *et al.* (1981:212) note that there appears to be a need to prepare principals differently for principalships of one size as compared to another; there appears to be a different "mix" of tasks performed depending on school size. A crucial problem is to ascertain whether it is size that is the factor in this different mix of tasks or whether it is the range of grades within the school.

2. Significance for Practice

The delineation of task areas for principals has been based upon a variety of approaches--questionnaires, interviews, and brain-storming sessions. Task areas so developed have not always been thoroughly tested in the field to determine if they are actually being performed by principals. In this study on-site observation tested the actual existence and utility of the task formulations.

The description of the Grades I-XII principalship may be of interest: (1) to faculties that train administrators; (2) to prospective principals considering such a position; and (3) to principals who may wish to compare their jobs with those studied.

Many observation instruments exist and have been used to observe and evaluate students and teachers. However, instruments specifically designed to observe principals were not found. The structured observational instrument (Appendix F) developed for this study may prove a potentially useful device for the evaluation of principals as supplementary to subjective forms presently employed.

Delimitations

1. The focus of the study was observation of *what* principals did, not on *how* nor *how well* they did their work.
2. The study was delimited to school jurisdictions located in Zones II and III in the province of Alberta.
3. The population of principals of Grades I-XII schools concerned excluded principals of

private schools.

4. The structured observation method and the interview method consume much researcher/observer time, therefore, the observation period was delimited to five work days for each principal and the sample size was delimited to five principals. The number of subjects and the duration of the observation is similar to other studies:

   Mintzberg (1968:3; 1973:240) observed five managers over a five week period;
   Sproull (1978:4) observed five first-line education managers for a total of 20 days;
   Peterson (1978:1) observed two principals over a four week period;
   Duignan (1979:8) observed eight school superintendents for a total of 34 days;
   Martin (1981:70) observed five high school principals for a total of 25 days; and
   Hannah (1981:62) observed five deans of nursing for a total of 27 days during two different times of the year.

5. The scope of the study was delimited to two main variables: communication and tasks.

Limitations

1. The sample of principals of Grades I-XII schools was a volunteer sample. Those principals who agreed to participate may not have been representative of all principals of such schools.
2. The sample size of five principals and the observation period of five weeks may have limited the representativeness of the behaviours observed.
3. The field research methods of structured observation and interview do not have the breadth of sampling of an indirect method like the questionnaire.
4. A prime danger with the observation method lies in the data-gathering instrument (that is, the human observer) due to possible bias or to variations in the observations or recordings of behaviour.
5. The effects of the presence of an observer is problematic. There is a possibility that a principal's behaviour may be consciously or unconsciously modified by the presence of

an observer.

Organization of the Thesis

Chapter 1 presents the purpose, justification and significance of the study; the statement of the problem and sub-problems; and the delimitations and limitations of the study. Chapter 2 provides a review of the related literature and outlines the conceptual framework for the study. Chapter 3 provides an overview of the research design for the study and outlines the methodology employed in the data collection and analysis. Chapters 4, 5 and 6 present an analysis of the first variable, communication. Chapter 7 presents an analysis of the second variable, task areas. Chapter 8 provides a discussion of the findings of the study. Chapter 9 provides: (1) a summary of the study; (2) the conclusions and implications of the findings for both theory and practice of educational administration; and (3) suggestions for further research.

CHAPTER 2

Related Literature: Research Antecedents and Context

The literature reviewed in this chapter is divided into five sections: (1) studies of schools as organizations; (2) selected aspects of the principalship; (3) organizational structure, size and communication; (4) organizational technology; and (5) studies of managerial work.

Studies of Schools as Organizations

An early study of the school as an organization was conducted by Waller in 1932. Waller (1932:442) noted that the "school must always function as an organization of personalities bound together in a dynamic relation." Waller's (1932:v-vi) insights into the "unique world" of the school using a methodology that was "empirical and observational" and with practical application remains a landmark work. In a review of sociological literature from 1945-1955, Gross (1956:64) stated that there had yet to be a systematic study of the school as an organization. In the mid-1960's, Bidwell (1965:972-1012) reviewed the current research, then largely directed at a focus on a subsystem, process or activity in a school. His intent was to see how these portions of research might fit in a whole concept of schools as organizations. A major difficulty noted by Bidwell (1965:972) was the lack of comparative studies of school types; "even taxonomic descriptions, comparing the attributes of types of schools, are lacking." Bidwell (1965:973) confined his comments to elementary and secondary public schools, thereby excluding universities, colleges, private schools, pre-schools and adult education schools. Pellegrin (1976:344) in his review of schools as work settings limited his analysis to the American traditional elementary schools, that is, "those characterized by a relatively simple division of labour and the self-contained classroom."

Though schools may be viewed as unique forms of organization, they have much in common with hospitals, factories and other forms. As a consequence, educators have found it useful to extract concepts from research in other organizations. For example, division of work and coordination developed by the French mining engineer, Fayol, are considered basic to administrative management in all organizations.

Selected Aspects of the Principalship

Historical Perspective of the Principalship

Ensign (1923:179-190) reviewed the history of the high school principal in the United States. The high school principal is the oldest position in American education and antedates the superintendency and the elementary school principalship. At Phillips Andover, the official title of the first head, Eliphalet Pearson, was preceptor, but in 1786 the title in his contract was principal. The mid-nineteenth century brought the grade school system and the superintendency. According to Ensign (1923:188) "the new official, the superintendent, was often less scholarly than the high-school principal."

A history of the principalship in Alberta or even Western Canada appears to be non-existent. Goresky (1944:60) noted that Union Schools had principals. A Union School was the term applied to a combined secondary school and Normal School Training facility. In 1890, there were Union Schools established in Edmonton, Calgary, Medicine Hat, Lacombe, Moosomin and Regina.

The Ordinances of the North-West Territories provide no indication of the position of principalship until the Ordinances of 1896:

> 97. In every school in which more teachers than one are employed the head teacher shall be called the principal, and the other teachers assistants.
> 98. The principal shall prescribe, with the concurrence of the board of trustees, the duties of the assistants, and shall be responsible for the organization and discipline of the whole school.

The Principal as Man-in-the-Middle

Manasse (1982:15) notes that effective principals are those that use their influence and power to make "their visions of their schools into reality." Saxe (1980:195-197) notes another perspective on the power of the principal by applying Bailey's (1977:5-8) concepts of the double pyramid and the Iron Cross of Administration to the principalship. In Figure 2.1, the principal is at the top of the pyramid, a bureaucratic view that reflects a chain of command:

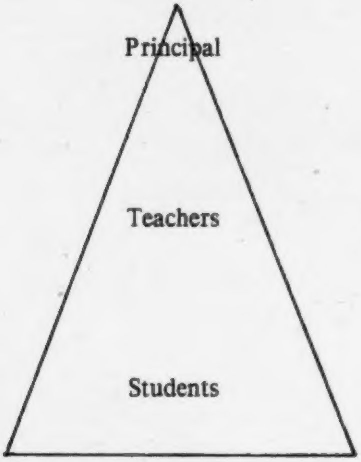
Principal
Teachers
Students

Figure 2.1
Schematic representation
of the principal as chief
Saxe (1980:196)

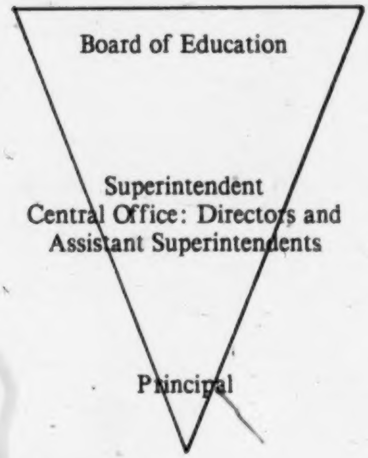
Board of Education
Superintendent
Central Office: Directors and
Assistant Superintendents
Principal

Figure 2.2
Schematic representation of
the principal as link to the
larger educational system
Saxe (1980:196)

However, the position of the principal is reversed in Figure 2.2 and according to Bailey (1977:6) the locus of power occurs "where the two pyramids come together." When the environment of the principal is added to the formal relationships in Figures 2.1 and 2.2 Bailey's (1977:7) Iron Cross depicts the principal at the centre of conflicting pressures, as illustrated in

Figure 2.3:

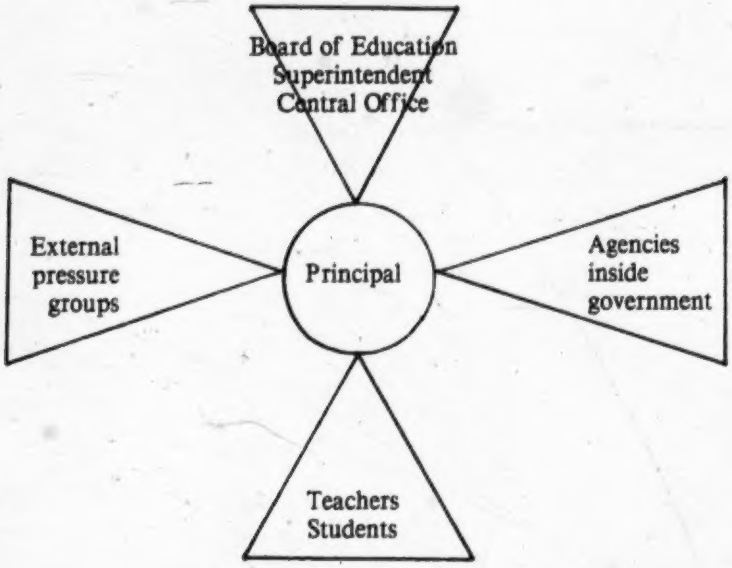
Board of Education
Superintendent
Central Office
External pressure groups
Principal
Agencies inside government
Teachers
Students

Figure 2.3
Schematic representation of the principal in the middle of various sources of influence

The Iron Cross of Administration portrays some of the constraints on the principal's actions. Waters (1979:274) depicts a similar cross to show how the head is "accountable for whatever happens within his school." Waters (1979:275) refers to the shape of accountability as being the "George Cross for Educational Gallantry." Similarly, in industry, the foreman is viewed in the centre of conflicting pressures. Meissner (1976:238) reviews literature on the foreman and lists terms used to depict this conflict: "man in the middle," "master and victim of double talk," "marginal man," "member of two organizational families," and "shock absorber."

Paisey (1981b:18) notes that the "singular power of the principal or head is widely accepted." According to Paisey (1981b:18), in Britain, particularly at the primary level, headmasters regard themselves as completely autonomous with special powers over the curriculum and staff selection but less over staff development.

Career as a Principal

In Goldhammer's (1971:2) review of the characteristics of elementary school principals who headed schools that were "beacons of brilliance," he notes that most of these principals had not intended to become principals. Most of them had wanted to teach but became principals when encouraged by their superiors. Gross and Trask (1976:217) report in their survey of public elementary principals that most men and few women claim to have had no strong motivation to become teachers. Teaching was a first choice vocation for most women but only one-half the men. Women considered becoming teachers much earlier than men but men considered becoming principals at an earlier stage in their career than women. Notwithstanding a lukewarm motive to enter teaching as a career and a reluctance to become a principal, Goldhammer (1971:3) states that the elementary principals "accepted their responsibilities as a mission rather than as a job."

Greenfield and Beam (1980:48) intensively analyzed the career pattern and styles of two women in education, a principal and a vice-principal in the U.S.A. and noted that women administrators typically have had a long apprenticeship in a system, or at least at the school level and generally have engaged in job variety that broadens their perspective of educational management. Gross and Trask (1976:218) corroborate the above studies regarding the long apprenticeship of women principals: (1) over twice the number of men became principals before the age of 36; (2) four times as many men were principals within ten years of teaching; and (3) the mean elementary teaching experience for women was 14.7 years as compared to 4.6 years for men.

Sex of Principal

Gross and Trask (1976:3) trace the downward shift over four decades in the sex ratio of American elementary principals in the United States. In 1928, 55% of administrators in elementary public schools were women as compared to 38% in 1958 and 21% in 1971. A similar downward shift is noted by Paisey in Great Britain (1981b:51) who states that the "power of females in the profession in terms of holding headships has declined;" the current ratio has "sharply changed to 1:4." No comparable figures appear to exist for Alberta or Canada.

In most countries the number of women in administration and management are proportionately lower than the number of males. Boulding, *et al.* (1976:98-99) collected data on 87 countries and territories to index femaleness for administrative and managerial work; except for the Philippines where females account for 87% of people categorized in administrative and managerial work, all other countries fall below 50%. The female index for the U.S.A. is 17%, 14% for Canada and 7.5% for Great Britain.

Hennig and Jardim (1978:87) note that women represent only 2% of the membership in senior management in the United States, according to 1960 statistics. Wolff (1977:10-15) quotes no figures for women in management positions in Great Britain, however, she uses such terms as "rarely," "small" and "minute" to describe the proportion of women that are managing directors, or at the top of their careers. The Seger, Miklos and Nixon (1981:43,85) report on percentages of women in administration in Alberta indicates that: (1) in central office, women account for 0.0 per cent of superintendents of schools, 3.1 per cent of deputy superintendents, 13.8 per cent of directors, 13.9 per cent of assistant superintendents, 27.8 per cent of supervisors, 40 per cent of coordinators and 55.2 per cent of consultants; and (2) in schools, women account for 11 per cent of principals, 17 per cent of assistant/vice-principals and 23 per cent of department heads. Seger, *et al.* (1981:187) note that "the proportion of women in administrative posts decreases with increased responsibility."

The orientation and reaction to work of male and female principals were studied by Gross and Trask (1976:218-219). Many similarities between male and female principals were noted, however, there were differences on orientation toward supervision and routine administrative affairs: (1) the female principals, generally, derived more satisfaction from supervising instruction than did male principals; and (2) even though both male and female principals assigned equal importance to the need for routine administrative duties, male principals derived more satisfaction from this component than did female principals.

Organizational Structure, Size and Communication

Structure

Blau (1974:12) defines organizational structure as "the distributions, along various lines, of people among social positions that influence the role relations among these people." Implicit in this definition are two factors: (1) division of labour occurs in that tasks are assigned to various people in the organization; and (2) hierarchical systems or ranks occur in that people occupy positions in the organization with inherent differences in authority and rewards. Hall (1977:44) notes that the structuralist approach to study organizations remains a powerful and important tool "because structural regularities are an important contributor to the differences between organizations."

Parsons (1960:60-65) describes three levels in the hierarchical structure of organizations: technical, managerial and institutional. The "technical" level performs the tasks or services expected from the organization. In an educational organization, the technical task is the actual process of teaching.

The "managerial" level is involved in "lateral" problems that are external and internal. The external problem involves mediating between the technical level and those who use its services. This includes procuring the resources necessary for carrying out the technical task. The internal problem involves administering the organization's internal affairs, that is, directing, coordinating, planning and evaluating. It may appear that decisions made at the "managerial" level control the "technical" level but the process is not one-way. The managerial level may present specifications to the technical level but the technical level presents "needs" which constitute specifications to the managerial level. The two-way process is especially significant where there are professionals at the technical level.

The "institutional" level is the "organized superior" that mediates between the organization and society. According to Parsons (1960:63), this level is a "mechanism by which goals somehow important to the society, or to various subsystems of it, are implemented and to some degree defined." In the educational organization in Alberta, the school board represents the local community and Alberta Education or the Department of Education represents the "public authority."

The above seems to suggest that principals operate at the "managerial" level and direct or mediate operations at the "technical" level, the teaching process. On the other hand, Goldhammer (1971:18) views the superintendent of schools as operating at the "managerial" level with professional representation responsibilities at the "institutional" level. According to Goldhammer (1971:18), the principal:

> engages in his responsibilities primarily on the technical level; he is closely associated with the managerial functions and personnel, but he is generally not involved in the legislative, allocative, and policy-making functions of the superintendent. He serves as the link between the managerial and the technical levels of the organization.

Goldhammer views the principal as holding an interstitial position between the "technical" and "managerial" levels.

Martin (1981:88) notes the "loose coupling" between the work of principals and the work done by teachers, that is, instruction. Martin (1980), Sproull (1978) and Peterson (1978) observed principals in the USA and all three noted that the principal is minimally involved in the technical core. There might be a difference in Alberta because of the stress on program exhibited by the Regional Office of Education of Alberta Education in their school inspections.

School inspections conducted by Alberta Education stress regulatory and supervisory aspects of the program. One could conclude that a stress on program should have implications for the involvement of principals in the technical, or teaching core. When the Regional Office of Education of Alberta Education makes a school inspection, it sends a team of administrative and subject consultants, largely Alberta Education employees and a few from public school systems, to spend a period of time in a school, generally four to five work days. During that time consultants observe and talk, formally and informally, to teachers, the principal, support staff and students. The stated purpose (Alberta Education, 1981:2) is threefold: (1) to note the quality of educational programs and services; (2) to monitor the delivery of the provincial programs of study and educational support services, for example, special education; and (3) to provide the collective view of the team as feedback to local and provincial levels. The areas of inspection are: (1) school programs; (2) student evaluation; and (3) instructional supervision. Alberta Education (1981:18-19) outlines the areas of the principalship that are to be specifically examined: (1) the school's philosophy and organizational adjustments made to reflect this philosophy; (2) school program planning: time allowed for each subject is checked against the Program of Study and supervision and guidance in subject areas entails a check on whether the Program of Study and curriculum guides are being used by teachers; (3) provisions for supervision of educational programs, classroom instruction, student progress through the grades, teacher performance, inservice for staff and articulation between elementary/junior high and junior high/senior high grades; (4) student evaluation: procedures for student evaluation, apprising students of the method of evaluation, recording and analyzing the marks; and (5) school climate: provisions for discipline and positive school relationships.

Mansfield (1973:477-481) systematically compares Weberian bureaucracy with the dimensions of structure devised by the Aston group. Six principles that characterize a bureaucracy are listed by Weber (1958:196-198): (1) there are "fixed and official jurisdictional areas, which are generally ordered by rules;" (2) organizations have a strict hierarchical system of authority; (3) administration is based on written documents, known as the files; (4) management "presupposes thorough and expert training;" (5) bureaucratic activity is a full-time occupation; and (6) the management of the bureaucracy "follows general rules, which are more or less stable, more or less exhaustive, and which can be learned."

Standardization, in the Aston studies, measures whether an administrative system is bureaucratic by the extent that the procedures are dictated by rules reflecting Weber's first and sixth principle. Mansfield (1973:480) notes that the standardization score used by the Aston studies "is based on whether certain procedures exist not on whether they are used." Centralization of decision making corresponds to Weber's second principle, however, no degree of intensity was measured in the Aston studies. Formalization corresponds well with Weber's third principle. Mansfield (1973:480) states that "the measure of formalization, however, merely indicates the existence of certain types of documents; it does not measure the extent to which such documents are used and kept in files for reference." Weber's fourth and fifth principles were not included in the Aston measures.

The limitations of considering the concept of structure in relation to schools has been discussed by some writers. Dreeben (1973:456) states that the "structure of an organization has something to do with the nature, quantity and quality of its output." Because it is difficult to ascertain whether schools produce a little or a great deal, a student of organizational structure has difficulty posing questions about structure.

Pellegrin (1976:357-358) proposes two dimensions of structure: "influence structure" and "esteem structure." The influence/power structure is dominated by the principal and flows from the principal to lesser administrative or quasi-administrative jobs. The principal also leads the "esteem structure." Pellegrin (1976:358) finds it significant that "the organizational structure of the school affects the influence and esteem of individuals *regardless of their abilities or other personal characteristics*." Teachers have few opportunities to exercise school-wide influence and the "merit of ideas seems less important than their source."

Size

Organizational structure may be studied according to various dimensions of structure devised by the Aston group (Pugh and Hickson, 1976:2 and Pugh, *et al.*, 1976b:43,53): specialization of activities, standardization of procedures, formalization of documentation, centralization of authority, configuration of role structure, flexibility and traditionalism. The first three are subsumed by Pugh, *et al.* (1969:92) in structuring of activities which is defined as the "degree to which the intended behavior of employees is overtly defined by task specialization, standard routines, and formal paper work." Larger organizations tend to have more specialization, more standardization and more formalization than smaller organizations. Pugh, *et al.* (1969:98) found that centralization related negatively with all scales of structuring of activities; "the more specialized, standardized, and formalized the organization, the *less* it is centralized." Larger organizations tend to have decentralized the loci of decision making. Pugh, *et al.*(1969:98) observe that "when the responsibilities of specialized roles are narrowly defined, and activities are regulated by standardized procedures and are formalized in records, then authority can safely be decentralized." Hence, decentralization of decision making does not necessarily indicate any weakening of the power of the highest ranks in the organizational hierarchy. Child (1973:12) states that in organizations with centralized decision making, managers are less likely to question authority and to press for changes and the managerial behaviour tends to be cautious and conforming. Centralization of decision making tends to be associated with managers who perceive their authority to be relatively low and their role routine relatively high. Centralized decision making at the governmental level has been noted by Holdaway, *et al.* (1976:135) who link public control to greater centralization, or bureaucratic control.

Communication

Organizational structure can be studied where interpersonal relations between organizational members are directed toward the flow of information, or communication. Hall (1977:267) states that the importance of the communication process in an organization varies according to centrality and the kind of organization. The element of centrality is exemplified by Katz and Kahn (1978:428): "the closer one gets to the organizational center of control and decision-making, the more pronounced is the emphasis on information exchange."

As to the relationship between communication and kinds of organizations, Hall (1977:268) notes that communication is most important in "organizations and organizational segments that must deal with uncertainty, that are complex, and that have a technology that does not permit easy routinization." Dreeben (1973:458) claims that teaching is not routine and standardized work.

Hoy and Miskel (1978:250) state that the lack of communication research may be related to the empirical methods used. Three methods are used: (1) content analysis which focusses on "what is communicated;" (2) sociometry which focusses on "to whom it is communicated." and (3) interaction analysis which focusses on the "frequency with which it is communicated." The three methods are time consuming and difficult to use.

Kanter (1977:55-56) notes that the chief job of managers, historically, has been to communicate; it is the task to which they devote most of their time. Managers relay information between levels in the hierarchy, that is, upward and downward communication. Katz and Kahn (1978:433) note limitations imposed by the communication system, such as, omission, selection, refinement, elaboration, distortion and transformation of information. They state that the "small organization can utilize interpersonal channels more readily than the large organizations and thus can enjoy superiority to the larger system in the effectiveness of its communication processes."

Meissner (1976:208-211;244) reports on a study of communication practices of industrial workers at work. He notes that verbal conversation is the portion of interaction that is most easily reported by an observer. Gesticulations can be exceedingly short in duration and an observer finds it difficult to precisely record the short time taken for an incident of sign communication. In addition, Meissner (1976:244) states that "a great deal of the effectiveness of authority in working relations does not lie in what the boss actually says. Foremen who inspect a faulty work piece, who appear around the corner and walk past, who stand and watch, *do* communicate with their workers." Meissner (1976:248) notes that a communication initiated by foremen is longer than one initiated by workers. Communication is also longer if the content is non-work related instead of work-related.

Organizational Technology

Technology is defined by Paisey (1981a:45) as the organization's collective "know-how" or the practical application of accumulated knowledge. The technology of the school consists of special skills required to know how to group children, to know various teaching strategies and to design and implement curricular programmes. Implicit in the concept of technology is a need for control, in this instance, control of the learning process.

The limitations of considering the concept of technology in relation to schools have been discussed by some writers. Dreeben (1973:456) notes that a "people-changing" organization like a mental hospital, psychiatric social work agency, church and school may not have "a viable technology for accomplishing its goals." Dreeben (1973:452) states that even though the teacher's work site, the classroom, is under the authority of the principal, the classroom remains independent of the principal's direction, a phenomenon that has also been reported by Bidwell (1965:1014-1016).

The technology of the school is both the "what" needs to be done, that is, the tasks or special skills required and the "how" these skills are acted upon, or the characteristic way in which the organization acts upon the workflow. The discussion below is restricted to "what" needs to be done in a school by a principal, that is, the administrative tasks.

Administrative Tasks

The task of administration is defined by Jenson and Clark (1964:45) as the "mission of the organization and its reason for being;" the overall task of public schools is to "educate." Therefore, administration exists to facilitate teaching and learning. Similarly, Miller, *et al.* (1972:103) note that tasks are accomplished to achieve the purpose of educational organizations, that is, "to arrange for the proper education of the students." Paisey (1981a:23) states that the task of an organization is "*given* to the organization rather than created by it." The task "to educate" is vague and ambiguous and relies on convention and tacit understanding. Administrators are expected to interpret the hopes and aspirations of a community, to articulate tasks that reflect community aspirations, to make these tasks explicit and to make the performance of the tasks work.

The overall task "to provide education to children" has been broken into sub-tasks. A summary of some of these sub-tasks is presented in Table 2.1. Some writers refer to the sub-tasks as functions or administrative functions. The terms functions and tasks often appear to be synonymous. Saxe (1980:122) notes that these sub-tasks are a taxonomy and not theory but "provide a useful means by which to organize and discuss educational administration." Jenson and Clark (1964:42-44) trace the development of the rationale for a taxonomy of administrative tasks through three phases: (1) the efficiency and scientific management of

Frederick W. Taylor; (2) the human relations of Mary Parker Follett and Elton Mayo where competition remained but "movements toward cooperation emerged;" and (3) the science of administration that discusses the "what" and "why" of administration. Table 2.1 showed strong agreement on many of the tasks. All concur that curriculum and instruction is a required task, however, alternate terms are used by some, for example, curriculum and special services, instructional material, curriculum development and instructional programme. There is consensus that staff personnel is a required task and the term is almost universal. All writers, except Harris, *et al.* (1979:139) note student personnel as a task; Harris, *et al.* include student personnel in other task categories. Resource management, also called school finance, business management and fiscal management, is viewed as a task by most of the writers. Support management, alternatively called the school plant, physical facilities, or school housing is subsumed in resource management by some writers and is viewed as a necessary task. The task community relations or community-school relationships, labelled as interface, relating to the public, school and society, or public relations is also viewed as important by most of the writers. There is general agreement on six of the task areas.

Some of the task areas are more problematic. The task organization and structure is noted by Campbell, *et al.* (1958:117-118) and by Jenson and Clark (1964:48-49). That task refers to the relationships of people working toward a common goal. The elements of this task are the formal and informal organization, controlling boards, authority patterns, administrative organization, channels of communication and participation in administration. In a later edition, Campbell, *et al.* (1977:149) view organization and structure as a "way of implementing the tasks . . . rather than as a set of additional tasks."

Wochner (1977:28-47) adds leadership to his list of tasks. The indicators for leadership include the principal's communication skills, verbal and written, ability to motivate self and others, ability to analyze, plan, implement and evaluate programmes and ability to make decisions. Wochner (1977:40-55) also includes as a task the principal's ability to assess

Table 2.1: Tasks of Principals as Identified from the Literature--Part I

Tasks	Wahlquist *et al.* *1952*	Reeder 1958	Campbell, Corbally, Jr. Ramseyer 1958	Wilson 1966	Gold-hammer 1971	Miller, Madden, Kincheloe 1972	Jacobson, Logsdon, Wiegman 1973
Curriculum and Instruction	x	x	x	x	x	x	x
Staff Personnel	x	x	x	x	x	x	x
Student Personnel	x	x	x	x	x	x	x
Resource Management	x	x	x	x	x	x	x
Support Management	x	x	x	x	x	x	x
Community Relations	x	x	x		x		x
Organization and Structure			x		x		
Leadership					x		
System-Wide Policies and Operations							
Management							
General Tasks							
Organizing to Achieve the Tasks							

Table 2.1: Tasks of Principals as Identified from the Literature--Part II

Tasks	Georgia Principal Assessment System (GPAS) 1974 (cited in Cooper and Dahlstedt, 1979)	Lyons[1] 1974	Miklos 1975	Gorton 1976	Nottingham 1977	Campbell, Bridges, Nystrand 1977	Wochner 1977
Curriculum and Instruction	x	x	x	x	x	x	x
Staff Personnel	x	x	x	x	x	x	x
Student Personnel	x	x	x	x	x	x	x
Resource Management	x	x		x	x	x	x
Support Management	x	x	x	x		x	x
Community Relations	x		x	x		x	x
Organization and Structure							x
Leadership							x
System-Wide Policies and Operations	x	x					
Management			x				
General Tasks				x			
Organizing to Achieve the Tasks						x	

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[1] British studies

Table 2.1: Tasks of Principals as Identified from the Literature--Part III

Tasks	Harris, McIntyre, Littleton, Jr., Long 1979	Wood, Nicholson, Findley 1979	Waters[1] 1979	Magnan (Project ASK) 1980	Hughes, Ubben 1980	Seger, Miklos, Nixon 1981
Curriculum and Instruction	x	x	x	x	x	x
Staff Personnel	x	x	x	x	x	x
Student Personnel		x	x	x	x	x
Resource Management				x	x	x
Support Management	x	x		x	x	x
Community Relations	x			x	x	x
Organization and Structure						
Leadership						
System-Wide Policies and Operations				x		
Management						
General Tasks						
Organizing to Achieve the Tasks						

[1] British Studies

organizational structures and to function effectively within the organization. Indicators include interpreting and implementing district policies, interpreting school needs and concerns to central office administrators and board of education and the ability to utilize resources from other segments of the district to the benefit of the students and school. Many indicators of Wochner's leadership task are similar to Magnan's (1980:18-19) indicators for system-wide policies and operations: implement school board policies affecting school personnel, make recommendation to appropriate officers of the board concerning staff employment, re-employment, tenure, promotion, or dismissal, identify existing problems in the school and relate to long range planning in the district, identify programme goals and objectives which are consistent with school system goals, clarify decision making responsibility to subordinates and utilize services of subject matter specialists. Some of the indicators listed above refer to activities that link the school with the rest of the organization, that is, the central office and the school board. Tasks concerned with leadership and system-wide policies and operations have many aspects that are similar to Campbell, *et al.*'s (1958) organization and structure.

Gorton (1976:44-45) identifies "general tasks" and the indicators include: (1) organize and conduct meetings or conferences; (2) handle delicate interpersonal situations; (3) direct the work of administrative assistants; (4) attend school functions, for example, plays and athletic contests; (5) prepare reports for the district administration; (6) attend principals' meetings. The first four indicators could be subsumed in the first six task areas discussed above; the last two indicators relate to central office, therefore, are similar to Campbell, *et al.*'s (1958) organization and structure, Wochner's (1977) leadership task and Project ASK's (Magnan, 1980) system-wide policies and operations.

The first six task areas are discussed by the writers noted in Table 2.1. Even though there is general agreement on six categories, there is considerable overlap of indicators for each task among the writers. Supervision of instruction is a curriculum and instruction task for some writers or a staff personnel task for others. Supervision of support staff is viewed as a staff personnel task by some writers or as a support management task by others. Resource management is divided into finance and school business management by many writers. Support management is often divided into support personnel and physical facilities. Seger, *et al.* (1981:164) note that the task areas that received the most attention from certificated staff were curriculum and instruction, student personnel, staff personnel and community relations. Certificated staff included both central office personnel and in-school personnel. The task areas that received the most attention from non-certificated staff were resource management and support management.

Studies of Managerial Work

Characteristics of managerial work have been documented by the work activity school. Sune Carlson in 1951 (cited in Mintzberg, 1973:23) studied nine Swedish managing directors using the diary method. Wirdenius in 1958 (Thurley and Wirdenius, 1973:54) studied managerial behaviour in Sweden and Britain using observation, diary and interview methods. Stewart (1965;1967) studied 160 senior and middle managers in Britain using the diary method. Such studies show where managers work, with whom, how long and with what medium, for example, telephone, verbal or written.

Several studies have used structured observation to describe managerial work. Duignan (1979:v) studied the administrative behaviour of eight superintendents of schools in Alberta for a period of 34 days. Hannah (1981:62) studied five deans of nursing in Canada for a total of 27 days. Austin and Brown (1970) observed eighteen assistant principals supplementing this with a questionnaire from 1127 assistant principals and 1207 principals to describe the work of assistant principals.

Mintzberg (1973:25) suggests that structured observation can be used to study both the characteristics of work and the content of work. Peterson (1978) observed two principals spending over 20 hours over several weeks. Characteristics of the work were studied and the content of the principals' work was examined using Sayles's typology of managerial behaviours. The two principals averaged 13 activities per hour ranging from 4 to almost 50 activities per hour. Eighty-five per cent of the tasks lasted less than 9 minutes and most activities were of one or two minutes duration. Most of the activities (80%) occurred in the general office areas with ten per cent to eighteen per cent in halls and less than five per cent in classrooms. The two principals initiated activities sixty per cent of the time. Characteristics of work discussed using Sayles's typology are listed below: (1) no time was devoted to stabilizing relationships, trading relationships or innovative relationships; (2) some time was spent in advisory relationships; (3) less than five per cent of the time was spent in work-flow relationships, that is, principals rarely intervened in classroom workflow; (4) less than ten per cent of the time was spent in auditing relationships, that is, monitoring students in lunchrooms or performing book-keeping activities; (5) there was little direct involvement in the technical core of the organization--teaching; and (6) the largest portion of the day was spent on service relationships with students.

Sproull (1978:4) observed five principals/directors for a total of twenty working days. The framework of the study was set in attention structure (to whom or what, at whose initiation, where, through what medium, for how long) and attention content (what is the subject matter of the focus of attention, what is the stated purpose). Five characteristics of structure were noted: (1) attention is local, that is, seventy-five per cent of the principals' time was spent in the office; (2) the structure of attention was choppy, that is, there were many episodes of brief duration; (3) the principals talked seventy-eight per cent of the day; (4) activities were unpredictable as indicated by thirty-five per cent of time spent in scheduled meetings, as compared to sixty-five per cent in unscheduled meetings while fourteen per cent of the activities were interrupted; and (5) activities were as much directed by others as by self, for example, forty-eight per cent of the activities were initiated by the principals, forty-four per cent by others and eight per cent were scheduled meetings. The characteristics for structure were: (1) the easy accessibility of the principals; (2) the verbal nature of their work has implications for quality, complexity, immediacy and accuracy of information; and (3) the principal "juggles and is juggled by people and issues." Four characteristics of content were:

(1) the principals devoted little attention to the technical core of the programme; (2) they attended to logistics, that is, personnel, materials and mail; (3) they attended to the environment in the form of external requirements and external information; and (4) they attended to interpersonal relations, for example, social pleasantries and personnel counselling. Two implications for content are: (1) there is a "mythology of regulations." Reliance upon oral communication may produce actions that may be contrary to written rule or may circumvent written rule. A manager is two feet from a telephone but the procedure manual may range from four feet to one and one-half miles from the manager; and (2) the short, choppy nature of oral stimuli may impede processes of standardization.

The circumvention of formal procedures noted above by Sproull (1978:9-14) is also discussed by Goldhammer (1971:3). Elementary principals in charge of schools that were "beacons of brilliance" were aggressive in securing services for their school and "frequently violated the chain of command, seeking relief for their problems from whatever sources that were potentially useful."

Martin (1980;1981) observed five high school principals for a total of 25 days. Characteristics and content of the work of the principals were studied. Five characteristics of the work were noted: (1) the volume and pace of the work was intense; the principals averaged 17.7 tasks per hour; (2) activities were varied, brief and fragmented, for example, 81.4 per cent of the activities ranged from one to four minutes and nine per cent ranged from five to ten minutes. In addition, fifty per cent of the activities were interrupted or were tasks that were performed simultaneously with other tasks; (3) activities were dominated by brief communication incidents that normally employed some verbal medium, for example, 84.8 per cent of the activities (63.5% of the time) were spent in pure verbal interaction. In addition, monitoring, touring, trips and personal time also had verbal elements; (4) there was a preference for live action; principals gave priority to immediate action or tasks that could be completed quickly. There was little reflective planning; and (5) the contact network was largely internal; 92.6 per cent of contacts were from within and 1.6 per cent of contacts were from superiors. An analysis of the purposes noted: (1) 36.5 per cent of the time was spent on organizational maintenance (scheduling classes, arranging transportation, providing information to parents, student attendance); (2) 23.8 per cent of the time was spent on pupil control (monitoring, tours, correspondence); (3) 14.7 per cent of the time was spent on extra-curricular activities; and (4) 7.6 per cent of the time was spent on academic programme (change in course content, correspondence on implementing a new teaching strategy, pupil personnel services). Martin (1980:1871-A) notes that all five principals were "adept crisis managers, and none seemed beleaguered by the demands of the job."

Martin (1981:85) notes in his study that principals kept time in terms of divisions of the academic year rather than the normal hours, days or months. His observations revealed a rhythm in the daily activities; the initial portion of the school day was the busiest for the principals. They performed the first third of their daily activities in the least amount of time. Martin (1981:85) claims that private sector managers do not show this pattern, which may be more indigenous to domesticated organizations.

Mintzberg (1973:31-32) in his study of chief executives classified five kinds of days: (1) "catch-up days," generally following trips or extremely heavy schedules, spending much time at the desk catching up on mail, returning telephone calls, scheduling appointments and making himself available informally to subordinates; (2) "free days" had few scheduled meetings and there was time to spend on processing old mail, making tours and being available for many unscheduled meetings; "free days" could be very busy days; (3) "crisis days" were days when the managers delayed all activities that could be delayed to attend to a major disturbance that had suddenly developed; (4) "heavily scheduled days" were spent in meetings with only important telephone calls and urgent mail attended to; and (5) "normal days" with the usual work load of mail, callers and meetings, both scheduled and unscheduled.

Conclusion

There is a dearth of information relating to descriptive studies of small schools as organizations. Historical research of the principalship in Alberta or Western Canada also appears to be non-existant. Somewhat more information is available on some selected aspects of the principalship, for example, the principal at the centre of conflicting pressures, studies on the principalship as a career and studies of the different orientation of male and female principals. These selected aspects were used in this study to discuss the work of principals.

Research on organizational structure and size indicate that larger organizations tend to have more specialization, more standardization, more formalization and less centralization than smaller organizations. Because of the amount of attention given to size, size in this study was controlled by the schools chosen for inclusion.

A large body of research on communication note its importance especially for managers or decision makers. Three aspects of communication (medium, location and participants) formed the first variable which guided this study.

Research on organizational technology has produced a rich literature on the administrative tasks of principals. These studies offer a global view of the principalship. Because of this global approach, it was determined that a tightly focussed study could be designed to see what principals do during their work day. The tasks of principals formed the second variable which guided this study. Studies of managerial work offer insights into the daily work activities of managers and a few studies of the principalship in the United States have examined the nature of the principalship using a work activity model. The work activity approach used in this study focussed upon the tasks actually performed by principals in small schools.

This study focussed on the principalship of Grades I-XII schools, a school organization which is generally associated with small schools. Within the context of a small organization, two variables were considered for study, that is: (1) communication which parallels "structure" in organizations; and (2) tasks which parallels technology in organizations.

Communication patterns and task areas formed the primary bases for a description of the work of the all-grades principal.

CHAPTER 3

Research Design and Methodology

This chapter on the research design for the study is divided into three sections: (1) overview of research design; (2) review of the literature relating to the methodology used; and (3) an explication of the methodology used in this study.

Overview of Research Design

Statement of the Problem

The central problem in this study was to describe behaviours of principals of Grades I-XII schools with the intent of developing propositions about the principalship in this type of school.

Sub-problems

In order to address the central problem, the following sub-problems were identified:

1. What are the behaviours of principals as identified in the literature?
2. What are the actual behaviours of the sample of principals of Grades I-XII schools as identified through observation, the review of diaries and by interview?

   What kinds of information do they process?
   Through what media?
   With whom do they interact?
   Where?
   How frequently?
   How long?
   For what purpose?

3. What variations exist among the principals observed?

   Variations in the kinds of information processed, through what media, with whom there is interaction, where and how frequently, and for what purpose?

4. What are the prominent characteristics of the principalship of Grades I-XII schools?

   What kinds of information are processed?
   Through what media?
   With whom is there interaction?
   Where?
   How frequently?
   How long?
   For what purpose?

5. What are the differences and similarities between the principals observed and:
   a. The five chief executive managers in Mintzberg's (1968; 1973) study?
   b. The eight superintendents of schools in Duignan's (1979) study?
   c. The five deans of nursing in Hannah's (1981) study? and
   d. The principals studied in the United States by Peterson (1978), Sproull (1978) and Martin (1980)?
6. To what extent can the all-grades principalship be considered routine? What aspects of the principalship are repetitive and predictable? What patterns are discovered? How much control over the job does a principal have?
7. What tentative propositions may be formulated regarding the nature of the principalship in Grades I-XII schools?

Study Design

A field study approach was used to study five principals of Grades I-XII schools. The broad definition provided by Scott (1965:262) describes this study in that observation includes "all the kinds of techniques which have been employed to examine behavior in naturally occurring groups--human beings 'on the hoof'--as opposed to studies of *ad hoc* groups conducted in laboratory." This study was field research in that principals were observed, interviewed and their work documented in their place of work, generally the school.

In order to control the scope of data to be collected, this study was delimited to two variables--communication and task areas. The communication variable was restricted to a chronological record of activities, the media used, location and participants for each activity.

The task areas variable was restricted to: (1) task areas defined in the literature, that is, curriculum and instruction, staff personnel, student personnel, resource management, support management, system-wide policies and operations and community relations; (2) teaching duties performed by principals; (3) maintenance behaviour or pleasantries; and (4) a fourth area entitled unclassified for activities that were not categorized in the first three areas.

The study design specifies the kinds of data to be collected. Sustained interaction with subjects was deemed to be the best way to study and describe the principalship of Grades I-XII schools. This allowed the researcher to use a variety of data-gathering methods: (1) direct observation; (2) informal and formal interviews; and (3) document examination, for example, diaries and handbooks or documents that affected the subjects' behaviours, such as, school district policy handbooks and budgets.

The above presents a brief overview of the design for this study. The next section reviews the literature on the methodology. The last section returns to the study design in detail.

Literature on the Methodology

A property of field study, as stated by Weick (1968:362), is that observations are done *in situ*, a phrase that is "intended to preserve the distinction that observational methodology is typically used to watch persons in situations where they spend most of their time or in situations that at least are familiar to them." Similarly, Kerlinger (1973:405) describes field studies as being conducted in "life situations" as opposed to other methodologies conducted under laboratory or simulated conditions. The necessity for careful description in field studies is stated by Malinowski (1935:I:ix): "If you want to know him [the Tobriander], you must meet him [where he works] . . . You must see him [where he works and] . . . You must follow him [where he works]." Similarly, Griffiths (1959:34) prescribes the need for "descriptions of the behavior of administrators and others as they work and live in their organizations" as a prerequisite for theory building. Scott (1965:269) notes that "the most important contribution of field research in the future may be the collection of detailed descriptive information."

Three types of study designs for field research are possible according to Selltiz, *et al.* (1959:50-51): exploratory, descriptive and hypothesis-testing. Scott (1965:267) notes that in both exploratory or descriptive studies, the researcher engages in sustained interactions with subjects while in an hypothesis-testing study, the researcher adopts a transitory approach. According to Homans (1962:259), a characteristic of field research is that the researcher will take "what the field is willing to offer . . . assumes that nothing is irrelevant." Scott (1965:270) notes that the wealth of data thus collected may hamper the researcher's ability to think abstractly about the data collected or to generalize from the data.

Griffiths (1959:34) in 1959 was advocating increased application of observational and descriptive methods to educational problems. Since 1959 several studies of in-school administrators have become available. Wolcott (1973) conducted an ethnographic study to describe and analyze the elementary school principalship from a cultural perspective as opposed to a managerial perspective. Austin and Brown (1970) produced a shadow study of eighteen assistant principals. Dissertations by Sproull (1978) and Martin (1980) report observational studies of secondary principals using Mintzberg's structured observation method. Peterson (1978) observed two principals for about twenty hours over several weeks to determine frequency, duration, location, locus of initiation, and functional categories comparing these with Sayles's typology of seven types of relationships. There still exists a paucity of descriptive studies of school systems.

Role of the Observer

Gold (1958:217-222) extracted from Junker's work four possible roles for field observers: complete participant, participant-as-observer, observer-as-participant and complete observer. The complete participant's identity and purpose remain unknown to the subjects being studied because of the observer's adoption of a role in the setting. The complete observer conducts surreptitious observations. The remaining two roles for field observation entail overt studies, with the participant-as-observer a member of the setting while the observer-as-participant does not occupy a role in the setting.

Lutz and Iannaccone (1969:108) recognize five possible roles for conducting field work:

1. The participant not acting as scientific observer
2. The participant as an observer (owning group membership)
3. The observer as a limited participant (allowed group membership)
4. The observer as a non-participant (without group membership)
5. The observer (without presence in the group)

Methods of Observation and Data Collection

Kerlinger (1973:478) notes that problems to be researched largely dictate methods of data collection, however, methods, their availability, feasibility and relevance, also influence problems. Some problems cannot be studied because no methods have been discovered, to date, to yield the data required to study the problem. Webb, *et al.* (1973:1) state that "no research method is without bias;" their special plea is to use "multiple operationism," that is, use a variety of methods that supplement and cross-validate one another, thereby avoiding research methods that share the same weaknesses.

Four methods of data collection used in this study were: structured observation, diary, interview and the questionnaire. The strengths and weaknesses of each method are discussed below.

1. Structured Observation

Structured or systematic observation is defined by Gellert (1955:179) as a method used "to measure the actual, ongoing behavior, and to record it on the spot, as it occurs." According to Scott (1965:288-290), structured observational methods have been used to measure the frequency and direction of interactions, to record verbal and nonverbal behaviour, and to characterize the content of interactions between and among participants. Wiseman and Aron (1970:17) state that observation is a good way to gain insight into a "respondent's habitual round of activities;" it is a good method to observe routines and rituals. However, Lupton (1976:171-172) notes that "on-the-job behavior of workers is notoriously difficult to observe accurately and fully, and to record faithfully. Any set of observations, however closely focussed, must exclude some activities and events."

Weick (1968:363-365) suggests nine reasons for using an observational method: (1) observation provides a wide range of detail and immediacy and it is particularly useful in the preliminary stages of an investigation when there is a search for relevant parameters; (2) it is useful to offset limitations that subjects may have, for example, a subject may be overinvolved in an activity and be unable to report what he is doing; (3) observation is useful when subjects are inadequate as direct sources of information, for example, when a phenomenon is fleeting and the subject's memory may be strained or inadequate; (4) it is useful when the people observed may not have the language to describe their actions; (5) observation may be used when people are unwilling to act as informants; (6) direct observation is likely more reliable than retrospective data because of the fallibility of a subject's memory or the temptation of a researcher to overgeneralize from retrospective data; (7) whereas a questionnaire may gauge a subject's disposition toward an act, only an observational methodology can assess the "acting out" of those dispositions; (8) observation provides the chance to validate data by control whereby a researcher institutes changes to demonstrate the validity of earlier observations; and (9) an observational method is useful when the variables are "too dangerous" to create in the laboratory.

Kerlinger (1973:538) states that the major problem with observational methodologies is the observer. The observer digests information derived from observations and then makes inferences about the variables of the study. The strength and the weakness of the method lies in the observer's powers of inference. Competent observers bridge the gap between behaviour and constructs (variable) but observers can make incorrect inferences about observed behaviour. Another problem is the presence of the observer which can affect the behaviour of subjects; this problem is discussed separately below.

Structured observation as a method to study managerial work is summarized by Mintzberg (1973:229) in Table 3.1.

Table 3.1
Three Methods to Study Managerial Work
Mintzberg (1973:229)

Method	Applications	Major Advantage(s)	Major Disadvantage(s)	Appropriate Use
Structured Observation	Guest Ponder Mintzberg Radomsky	Enables researcher to understand new dimensions, to probe, to be systematic	Inefficient (consumes much researcher time); difficult to interpret some activities	To study at the same time content and characteristics of small sample of managers' jobs
Diary	Carlson Stewart	Efficient (i.e., large sample possible relative to researcher's time investment)	No help in developing understanding of new dimensions; some problems with interpretation, consistency, and reliability	To study characteristics of large sample of differing managerial jobs
Questionnaire and Interview	Ohio State Leadership Group	Convenient	Data of questionable reliability	To study manager's perception of his job

2. Diary

In 1951 Carlson (cited in Mintzberg, 1973:21) used diaries to study the behaviour of managing directors in Sweden. Similarly, Stewart (1965:228) used diaries to study how managers spent their time. Stewart (1965:235) outlines three advantages and three disadvantages of the use of diaries in such studies. The advantages are: (1) diaries greatly increase the possible coverage of: (a) numbers and types of subjects; (b) geographical and industrial distribution; and (c) length of time for a study; (2) the classification of activities is made by the person doing the job; and (3) all time can be recorded since the "observer" is excluded from no discussions. The disadvantages of the use of diaries are: (1) they limit what can be studied and produce problems in attaining comparability; (2) random sampling is almost impossible; and (3) reliability is affected because of differences in interpretation.

The advantages of observation compared to diaries are: (1) there is sufficient time to make recordings; (2) records are more accurate; and (3) one rater can apply consistent standards.

The diary as a method to study managerial work is summarized by Mintzberg (1973:229) in Table 3.1.

3. Surveys: Interview and Questionnaire

Interviews and questionnaries (or schedules) are used, according to Kerlinger (1973:480) "simply for gathering so-called facts." Both are survey methods in the production of data and both get data directly from their subjects. To pass the test of reliability, the questions must be unambiguous and to pass the test of validity, the questions must be unbiased. Smith (1975:170) distinguishes interviews from questionnaires by labelling the questionnaire a self-administered interview.

Cannell and Kahn (1968:530) extend Bingham and Moore's 1924 definition of an interview as "a conversation with a purpose" to specify the purpose to be information acquisition. Kerlinger (1973:480) notes that interviews have three main purposes: (1) they can be exploratory devices to identify variables and relationships, suggest hypotheses and guide other phases of research; (2) they can be the main instrument to measure the variables of the research; and (3) interviews can supplement other methods.

The questionnaire (or schedule), according to Kerlinger (1973:482) should contain three kinds of information: (1) a letter, number or symbol to identify schedules and subjects; (2) census-type information; and (3) problem information.

Smith (1975:196-197) lists five strengths of survey methods: (1) they may be the only way to retrieve some types of information; (2) they are a reliable tool to study attitudes, values, beliefs and motives; (3) they can be adapted to collect generalizable information; (4) highly structured surveys have high amounts of data standardization; and (5) if the data are amenable to statistical analysis, survey methods are extremely efficient in terms of providing large amounts of data at a relatively low cost in a short period of time. Smith (1975:193-196) lists four scientific disadvantages of survey methods: (1) the respondents may be biased and may not remember events; (2) the interviewer or questionnaire proctor have biases no matter how well controls are devised; (3) surveys depend on the subject's motivation and ability to respond; and (4) survey research is inappropriate for the study of interactions among individuals.

The interview and questionnaire as methods to study managerial work is summarized by Mintzberg (1973:229) in Table 3.1.

Bias of the Observer

Lupton (1976:171-173) notes not only bias imposed by the methods of observation but bias by types of observers. For example, industrial engineers are trained observers who meticulously analyze on-the-job behaviours of workers and the work flow but exclude the workers' needs and the group norms from consideration. Psychologists are also trained observers who interview workers individually, often away from work or use questionnaires to elicit attitudes about work. According to Lupton (1976:175-182), both the industrial engineer and the psychologist accept the goals of the organization and expect to design work so that workers accept these goals. However, the psychologist would also include: (1) the style of supervision; and (2) the amount of discretion allowed to workers. Sociologists are also trained observers who may interview, but generally will observe directly or become participant observers. According to Lupton (1976:182) the sociologist is more likely to treat "the organization as the unit of analysis rather than the individual."

Effects of the Presence of an Observer

The presence of an observer is a limitation because the observed behaviour may be modified. Weick (1968:369) states that "there is little argument that the observer, in the process of watching an event, affects its course." The real issues are the extent of impact and whether the interference can be detected and minimized.

Some writers comment on how little effect an observer has on the observed situation. Jersild and Meigs (1939:480) claim that effects of the observer are generally less serious than might be expected; the subjects may be self-conscious at first, but habitual practices and interactions prevail. Heyns and Lippitt (1954:399) observe that the problem of observer influence appears to be more contentious to those who have never used field observation techniques; experienced users know that observers have very little, if any, effect on the observed situation.

Other writers concede that there is a problem of observer influence but suggest that the researcher can minimize that influence. Homans (1962:260) claims that when an observer just observes everything as it happens, without interference, the very willingness of the observer "to welcome whatever comes along makes it possible for [the observer] to maintain his relations with people. He is not pressing them for anything." Carlsmith, Ellsworth and Aronson (1976:198-199) note that doing something is absorbing and engrossing, therefore, the concern with behaviour being measured is peripheral to the main focus of attention. Kerlinger (1973:538-539) notes the classic example of a teacher who will put her "best foot forward" when observed by a superior; the teacher cannot act in an exemplary way during the observation unless that teacher has already learned what the exemplary way is. Even so, Kerlinger (1973:539) cautions that an observer should be unobtrusive and non-judgmental. Barker and Wright (1955:211) encourage an observer to "get to know and be known by his subjects and their associates, during his time at work as an observer, build for himself the role of friendly, nonevaluating, nondirective and nonparticipating person who is interested in what people do."

A Framework for Collection of Data

Lutz and Iannaccone (1969:117) observe that "the world is composed of nothing but data." The researcher confronted with this mass of data must design some conceptual framework to order the collection of data. Lutz and Iannaccone (1969:118-119) note that the framework cannot be too restrictive but should "tend to free the observation from the personal bias of the observer since it dictates the elements of behavior to be observed." Choosing elements of behaviour to observe is based on concepts that form the basis of coding and storing the data.

Both Homans (1962:260) and Lutz and Iannaccone (1969:142) note that field studies are more amenable to discovery than proof. Lutz and Iannaccone (1969:142) state that field research is more suited "to the discovery of persistent and important variables within a particular phenomenon" and "discovering the hypothetical relationship between these variables;" however, these steps are not sufficient for theory building. Verification studies are required to test hypotheses that are discovered in field studies.

The Unit of Observed Behaviour

Central to observational methods are categories or units of observed behaviour. Two methods are described by Cullinan (1969:7): (1) the first method is to preserve as much as possible the observed activity in written records, video, or audio tapings, or a combination of these; and (2) the second method involves observation through pre-determined categories. Weick (1968:422) adds that pre-determined categories have the advantage of eliminating superfluous details, however, post-categorization may produce a greater variety of categories.

Medley and Mitzel (1963:251) suggest that "the process of selecting the behaviors to be recorded is essentially one of identifying a limited range of behavior relevant to the purpose of the study and of constructing categories or items to be used by the observer." The authors note that the process of selecting behaviours is difficult if there is little known about the variables to be measured. In addition, Medley and Mitzel (1963:299) state that the category system is "used more often in studies based on well-developed or elaborated theories purporting to indicate specific behaviors to be looked for." In addition, observers generally feel comfortable with a category system of recording units of behaviour; the behaviours are circumscribed and the observer is kept busy but not too busy.

Heyns and Lippitt (1954:372-373) note that there are two basic observer systems: categories and rating scales and ideally the two should be combined. If categories are used alone, then all behaviour classified in a category has equal weight. The addition of rating scales to categories adds a dimension of significance and intensity thereby adding a qualitative dimension to categories. Rating scales require inferences to be made by the observer resulting in problems with validity.

Weick (1968:422) notes that "the most important requirement of any category is that it be *explicit*" and include behaviour observed, the situation in which it occurs and the event. Medley and Mitzel (1963:300-301) recommend that the behavioural clues "should be explicit even to the uninitiated," and that no more than ten categories be used with the possible exception of a category labelled "other" or "unclassified."

Guest (1960:225) proposes units of observational behaviour must answer the deceptively simple classificatory question, "Who does what, with whom, when, and where?" The major difficulty in categorizing a behaviour is the "level of inference" required by the observer. The lowest level of inference is to observe that "A speaks to B" and a high level of inference is required to explain why A speaks to B. Heyns and Zander (1953:391) observe that high level inferences are more accurate if they are made by sophisticated observers.

Kerlinger (1973:542-543) discusses two approaches to units of behaviour. The molecular approach takes small segments of behaviour as units of observation. These small segments require little observer inference, achieve a high degree of reliability but their validity may be lost. The molar approach takes larger behavioural wholes as units of observation. These large segments require a higher level of inference, achieve a high degree of validity but the reliability factor is lowered. Kerlinger (1973:544) advises neophytes to aim at a medium degree of inference.

Mintzberg (1973:271) defined an activity, or unit of behaviour as "any point at which there was a change in the basic participants and/or the medium (a meeting, a telephone call, desk work, a tour)."

The Sample

Smith (1975:105) defines sampling as a "procedure by which we infer the characteristics of some group of objects (a population) through experience with less than all possible elements of that group of objects (a sample)." The numbers and kinds of objects in the sample must be representative of the total population in order to generalize about that population.

Smith (1975:108) points out that "even if a working universe cannot be empirically demonstrated to represent a general universe, social scientists often are willing to generalize." One has to assume "a degree of stability" in the processes being studied, that is, the work of the five principals in Zones II and III cannot be unlike the work of other principals of Grades I-XII schools in the province of Alberta, especially those Grades I-XII principalships of a comparable size.

Recording the Data

Lutz and Iannaccone (1969:121) observe that field notes "must be recorded as near to the observation of the event as possible." An observer as a non-participant "can take notes while observing without affecting or altering behavior." The observer cannot be so busy taking notes that important data or the meaning of the data in its context is missed. Therefore, the observer is advised by Lutz and Iannaccone (1969:122) to "develop a code that serves as a short hand reminder of what he observes."

Similarly, Gellert (1955:179) notes that an actual, on-site record of behaviour "avoids the ambiguities of projectively derived information which arise from measuring 'fantasy' rather than overt activity." On-site recording of data minimizes omissions and distortions that can occur in a method like recall.

Reliability and Validity

Reliability has been defined by Jersild and Meigs (1939:472-473) as the "fidelity of the observer" and by Wiseman and Aron (1970:3) as referring to the "consistency, dependability, or 'repeatability' of the measuring instrument." Earlier researchers like Jersild and Meigs (1939:477-478) and Gellert (1955:185) insisted on inter-observer agreement as a reliability measure in observational research. Byrne (1964:49) cautions that inter-scorer agreement may be unreliable because scorers may disagree on many items and still have equal total scores. In addition, Medley and Mitzel (1963:268) report that "sending two observers into a classroom at the same time is more wasteful than sending them in at different times;" it appears that observer errors create less problems in reliability than do "instability" of behaviours being observed. Heyns and Lippitt (1954:371) note that pioneer efforts expected maximal inter-scorer agreement thereby losing theoretical basis and predictive efficiency; later studies have changed emphasis:

> . . . the theory underlying the research, rather than reliability considerations, has come to dictate what is to be observed. The movement has been away from exhaustive recording of all behavior which occurs toward the selection of particular aspects of behavior in order to answer specific questions.

The question of reliability is crucial in observational studies because the data are based on judgmental measures of an observer(s). In addition to the many errors possible from using the sense organs, particularly visual and auditory, Van Dalen (1979:23) adds that an observer can "make inaccurate observations because of momentary distractions, strong intellectual biases, personal prejudices, emotional sets, and inaccurate discriminations." Campbell (1958:342) has made an inventory of twenty-one recurrent problems of bias, distortion or systematic error made by humans when they are links in communication systems. The task of the researcher, according to Van Dalen (1979:23), is to become familiar with the common errors of observation and take the "necessary precautions to prevent such errors from creeping into [the research study]." Weick (1968:436-437) notes the polarity of views on reliability in observational methods: "oversimplified views concerning reliability have often led observers either toward a wholesale rejection of the idea and toward imprecise descriptions of unstable phenomena, or toward an obsession with reliability and insignificant findings."

According to Wiseman and Aron (1970:3) validity "refers to whether you are *really* measuring or classifying what you *say* you are measuring or classifying." Van Dalen (1979:232-235) adds two components of validity: (1) internal validity which assesses the effect of the independent variable on the dependent variable; and (2) external validity which is the "generalizability or representativeness" of the findings.

Lutz and Iannaccone (1969:124) insist that "once reliability is established, validity is not so much at question in field observations; . . . if the data are reliable, they usually are valid." Kerlinger (1973:407) agrees on the realism of field studies and notes that "there is no complaint of artificiality here." The researcher is observing real life and it appears easy to believe that a researcher is measuring what is said to be measured; to do otherwise is to question the nature of reality.

The problems of validity in field studies are numerous. Kerlinger (1973:539-540) discusses three problems: (1) content validity where judgments must be made about the representativeness of a behaviour; the "more the burden of interpretation [is] put upon the observer, then, the greater the validity problem;" (2) criterion-related validity where independent measures of the variables being observed may be rare or non-existent, the predictive powers are questioned; and (3) construct validity where not only are relationships between variables tested but the theory behind the variables is also validated. Weick

(1968:359-360) proposes that not only molar behaviours be noted but that a count be made of molecular behaviours; the latter require fewer observer inferences resulting in greater precision and validity.

Morality of Observing Human Behaviour

Several writers comment on the morality of observing human behaviour. Lutz and Iannaccone (1969:125) caution that the identity of the observed should be protected by coding the recorded data so that actual names do not appear in the final document. Lutz and Iannaccone (1969:126) believe that concealed hardware is immoral but that data are impersonal; data should be used to discover and understand human relationships and not be used in an exposition of individuals. Weick (1968:373) notes problems of ethics with concealed observation. Carlsmith, Ellsworth and Aronson (1976:93-102) note ethical issues only when experiments involve pain and suffering, or deception.

Smith (1975:12-15) sets four guidelines for research involving human subjects: (1) informed consent of the subjects should be obtained without coercion; (2) anonymity of the subjects should be maintained; (3) the data gathered should be limited to the information essential to the researcher's study; and (4) the known risks to subjects should be outweighed by the accrued benefits to them or society by their participation. The latter is an important factor where manipulation or deception are needed.

On the other hand, Homans (1962:257) largely brushes aside the ethical/moral issue:

> People who write about methodology often forget that it is a matter of strategy, not of morals. There is neither good nor bad methods, but only methods that are more or less effective under particular circumstances in reaching objectives on the way to a distant goal.

Sociologists like Homans generally use overt methodologies like participant observation and nondirective interviewing. The issue of pain, deception and manipulation is not a central one in sociological/anthropological studies as compared to social psychology. Ethical issues of observations do not appear in Gellert (1955) and Jersild and Meigs (1939), however, their observational studies were generally with children.

Methodology Used in this Study

Location and Type of Organizations

The 124 schools categorized as Grades I-XII schools in Alberta for 1981-1982 (Appendix C) were arranged in order of size from the largest number of teachers employed to the smallest. The largest school had 84 teachers and was in a large urban area. Four schools were categorized as the smallest and employed one teacher each; all four were private schools located in the southern half of the province.

Of the 124 Grades I-XII schools listed in the January 28, 1982 *List of Operating Schools in Alberta*, the chief school administrator is generally referred to as a principal, however, one exception occurs: the ninth school listed in Appendix C, a private school, has a headmaster.

According to the January 28, 1982 list noted above, the 124 Grades I-XII schools are found in the following types of school jurisdictions in Alberta: 30 counties, 30 school divisions, 26 public school districts, 45 Roman Catholic separate school districts, 70 private schools, and 3 consolidated school districts. Excluded from this list were three provincial government jail schools, two Alberta Education schools, five AVC's and twelve colleges/universities/technical institutions. Grades I-XII schools are not represented in the following types of jurisdictions in Alberta: the one Roman Catholic public school district, the two Protestant separate school districts, the one regional school district, the ten associations for the handicapped, the four Department of National Defense schools, or in the 23 Department of Indian Affairs schools.

The complete list of 124 Grades I-XII schools in Alberta described above sets the larger context from which the final selection of schools was chosen in Zones II and III in Alberta (Appendix D: Map, Zones II and III). A list of Grades I-XII schools in Zone II (12, excluding private schools) and in Zone III (23, excluding private schools), also in order of size from the largest teaching staff to the smallest, is included in Appendix E. From this possible population of 35 Grades I-XII schools, the two schools in the County of Smoky Lake, No. 13 were deleted because: (1) they were within the researcher's jurisdiction; and (2) one of the principals had helped in the pilot study.

The organizations used for this study consisted of five schools located in Zones II and III in Alberta:

Area	Total Number of Grades I-XII Schools	Number of Grades I-XII Schools Chosen for the Study	Percentage of Total
Zone II	12	2	16.6%
Zone III	23	3	13.0%
	35	5	

A geographical distribution of these five schools within Zones II and III is presented as follows:

Area	Number of Grades I-XII Schools
Eastern	2
Central	2
Western	1
	5

Distance from Edmonton, the capital, university centre and the Regional Office of Education for Zones II and III ranged from 53 km/33 miles from Edmonton to 226 km/141 miles from Edmonton. Even though the five schools chosen for the study are categorized as public schools, as opposed to private schools, the five schools represent four of the 16 types of jurisdictions possible in this province: a school from a Roman Catholic school district, one from a school division, one from a public school district and two schools from counties.

Organizational Environment

This study concentrates on one type of organization, the Grades I-XII school. It excludes private schools. The population of schools has a similar environment: (1) all of the schools have a common task in that they provide education to students in the Grades I-XII range and generally offer special education classes; (2) they are in a rural location; (3) they are served by the same Regional Office of Education in Edmonton, therefore, have the same director, administrative consultants, subject consultants and special education consultants; and (4) because all of the schools are public schools, they are fully funded by the Alberta Department of Education and are subject to the regulations in the Alberta *School Act*. Hence, all schools are subject to the restraints of a central government in Edmonton and a Regional Office of Education in Edmonton. Common control exists in a common Program of Studies, a general educational philosophy as stated in the Goals of Basic Education for Alberta, common regulations regarding accreditation of teachers, contractual controls on teachers, compulsory student attendance, provision of buildings and renovations to buildings, auditing of financial statements and common regulations regarding the levying and collecting of taxes. Potentially, the limitations on the autonomy of schools are substantial, however, in practice, relative freedom is accorded to schools.

A few environmental factors may affect the five schools. The schools are all located in rural areas but the socio-economic nature of each school is different. Other environmental factors are noted in the descriptions of the tasks of the school principals. For example, ethnic variations were noted. Principals of schools 1 and 5 conducted a small portion of their work-day in French: parents spoke to the principal in French on the telephone, students and teachers addressed or were addressed by the principal in French, and, in one case, a consultant from Edmonton conducted a conference in French with the principal. Another variant is the developing histories of the schools: (1) school 3 was operating as a school for Grades I-XII for its last year in 1981-1982; as of 1982-1983, it was divided into an elementary and a secondary school on different school sites with two principals; and (2) school 2 has only been a school for Grades I-XII since 1980-1981; since 1975-1976 it has expanded one grade per year to a change of status from an elementary school to a school serving Grades I through XII. The three factors--socio-economic status of communities served by the schools, ethnic composition and historic development--are noted but were not taken into account as factors that would seriously affect the central purpose of this study.

Size of Schools

An index of size of school is the number of staff. Both Appendices C and E list Grades I-XII schools from largest to smallest in terms of numbers of teachers in the school. In the five schools studied, the teaching staff formed the largest portion of the total school staff. Support staff and custodial staff formed a consistently small portion of the total staff. Central office personnel formed part of the total staff of a school in the case of schools 2 and 5. None of the schools observed operated cafeterias. Data on school size are provided in Table 3.2.

A second index of size of school is the total number of students in attendance. Judging from the student enrollments over time as shown in Table 3.3, these rural schools generally increased their enrollments from 1951 to 1971, while declining enrollments since 1971 were experienced in some of the schools.

Choosing the Principals to be Studied

A Grades I-XII school in the researcher's own jurisdiction was used in the first pilot of the instrument. A second pilot, focussing upon the observational instrument, was conducted in an elementary school in Edmonton, a school that was readily accessible from the University of Alberta.

Grades I-XII schools with fewer than twenty teachers were omitted from the sample, largely to avoid "teaching principals." The exclusion of the smaller principalships of Grades I-XII schools provided a more uniform population to study and analyze.

The principals were contacted in the following manner. First, the superintendents of schools in attendance at a regular meeting of Zone II on April 1, 1982 and at the CASS/AEMS

Table 3.2: Descriptive Characteristics of Schools in the Study

School	1	2	3	4	5
Context					
Location:	eastern	western	central	eastern	central
Larger organization:	county	R. C. separate school district	school division	county	public school district
Larger organization enrolment; excludes ECS:	1678	531	4,541	2,109	425
Larger organization budget:	$6 M	$1.5 M	$14 M	$8 M	$1 M
School					
Number of professional staff (teachers)[1]	23	29/30	32/34	25/24.5	25
Support staff: secretary, aides: teacher, school, library:	2	4	5.5	2	2
Volunteers:	0	3	1	1	0
Custodial staff:	2	3	3.2	2	2
Enrollment:	279 +30 ECS	531 No ECS	628 +26 ECS	496 No ECS	425 +20 ECS

[1] First figure represents teacher count in Appendices C and E. Second figure represents teacher count in spring term, 1982.

Table 3.3: Size of School According to Student Enrollment

School	June 30, 1951	June 30, 1961	June 30, 1971	June 30, 1981
1	123	218	388	278
2	-	-	114	511
3	402	523	575	560
4	137	279	316	374
5	412	414	372	389
Pilot School #1	111	471	608	439

Annual Convention on April 28-29-30, 1982 were approached for permission to contact principals. Two other superintendents of schools were reached by telephone. Using these procedures, all but two of the target superintendents were contacted. In all cases, the superintendents indicated that their permission was adequate to gain access to the schools; the researcher would not need to wait for a formal meeting of the Board of Education in order to begin the study. Only one superintendent of schools denied access to the all-grades school in his jurisdiction; since that Grades I-XII school had fewer than 20 teachers, the final sample was not affected. Of the 35 Grades I-XII schools in Zones II and III (Appendix E), only 18 had 20 or more teachers. Of these 18 schools, two were eliminated because they were within the researcher's employment jurisdiction. The remaining 16 schools were arranged so that the final selection would be representative of both Zones II and III and would be represented geographically according to eastern, central and western locations within the Zones.

Once the superintendents of schools had granted permission, the pre-selected principals were contacted to find out whether they would be willing to participate in the study. Possible dates for observations were discussed with those who were willing and confirmed by telephone at a later date. Of the 16 pre-selected schools, the final choice of five principals to be observed was made within six telephone calls. Once the principals had volunteered to participate in the study, the superintendents of the five principals were contacted by telephone to confirm dates of observations in schools and to arrange a meeting between the researcher and the superintendents of schools to provide them with copies of the observation instrument and the interview sample to present at the next Board of Education meeting.

Choosing the Observation Period

The researcher planned to observe each principal for one work week. Because the researcher was interested in noting whether there were any patterns of work for each day of the week, the researcher planned to stagger the observation of each work week. For example, Principal 1 was to be observed Monday to Friday inclusive. Principal 2 was to be observed Tuesday to Monday inclusive, with the prior Monday to be used by the researcher to familiarize herself with the staff and school of Principal 2 and to conduct the pre-observation interview. Principal 3 was to be observed Wednesday to Tuesday, with the prior Tuesday to be used by the researcher to familiarize herself with the staff and school of Principal 3 and to conduct the pre-observation interview. The same pattern was to follow for Principal 4 whose observation period was to begin on a Thursday and Principal 5 whose observation period would begin on a Friday.

Using the above schedule, it would take six weeks of elapsed time to complete the five week observation requirement for this study. Since the existence of patterns, if any, was of concern in this study, the first day of observation could not be the same day of the week for each principal because data collection on the first day of observation might be affected by two factors: (1) the researcher might be slower in recording data on the first day in a new setting; and (2) the researcher's presence may have had a greater effect on the subjects until these subjects became accustomed to a "shadow."

The actual periods of observation are noted in Table 3.4 and spanned a seven week period. In all cases, except one, the days of observation were consecutive. In the case of Principal 1, a death in the family of the principal caused a delay of one month between Day 1, a Monday, and the next four days of observation. The researcher was reluctant to delete data for Day 1 because that day contained an Administrators' meeting, a type of meeting that all the principals said they attended but which was observed only once, on Day 1 for Principal 1.

Table 3.4: Observation Schedule

Principal	Dates of Observations					Pre-Observation Interview
1	Monday 19.4.82	Tuesday 18.5.82	Wednesday 19.5.82	Thursday 20.5.82	Friday 21.5.82	Monday, April 19/82
2	Tuesday 11.5.82	Wednesday 12.5.82	Thursday 13.5.82	Friday 14.5.82	Monday 17.5.82	Monday, May 10/82
3	Wednesday 21.4.82	Thursday 22.4.82	Friday 23.4.82	Monday 26.4.82	Tuesday 27.4.82	Wednesday, April 21/82
4	Thursday 27.5.82	Friday 28.5.82	Monday 31.5.82	Tuesday 1.6.82	Wednesday 2.6.82	Wednesday, May 26/82
5	Friday 4.6.82	Monday 7.6.82	Tuesday 8.6.82	Wednesday 9.6.82	Thursday 10.6.82	Thursday, June 3/82

Selecting the Role of the Observer

Because the researcher was an outsider to the five school systems where the subjects were being studied, neither the complete participant role nor participant-as-observer role was feasible. Powdermaker (1966:9) indicates that involvement is crucial to participant observation because through involvement one understands the "psychological realities of a culture." Lutz and Iannaccone (1969:114) note that a participant as an observer has the advantage of "knowing the motives, hidden agenda, and secret procedures unobservable to anyone not in that role," however, the participant is "subject to the emotional biases" of that role.

The complete observer role was also not feasible because the researcher could not remain invisible to the subjects and, secondly, the researcher wished to interview the subjects and to ask questions in order to clarify observed events. According to Webb, *et al.* (1973:131) covert observation is the only role "which fits into what we would call nonreactive testing." The subjects do not know that they are being observed, therefore, the observer's presence cannot contaminate the data. Gold (1958:222) suggests one advantage and two disadvantages to the role. An advantage is that the emphasis on observation rather than participation lessens the chances of a researcher "going native." Two disadvantages are that ethnocentrism may occur whereby a researcher cannot or will not interact with subjects and, secondly, the researcher in a complete observer role may misunderstand the observed event.

The two remaining roles according to Lutz and Iannaccone (1969:108) are observer as a limited participant and observer as a non-participant. These two roles would be the only roles appropriate for an outsider who wishes to question subjects. Lutz and Iannaccone do not clearly delineate the two roles but observer as a non-participant appears to equate with Gold's (1958:221) observer-as-participant role. Lutz and Iannaccone (1969:112) describe the observer as a non-participant as "one that makes every effort not to impinge upon the social system." According to Schatzman and Strauss (1973:60) an observer-as-participant can engage in "minimal, clarifying interaction" with the subjects. The observer seeks clarification and meaning of ongoing events but does not redirect actions of the subject. In this manner the subjects accept the observer who is not just passively observing but is viewed by the subjects as being interested and can become a "kind of member of the group." Gold (1958:221) notes that the observer-as-participant role entails less risk of "going native" than either the complete participant role or the participant-as-observer role but contact may be brief and superficial, therefore, there is the possibility of misunderstanding the observed or being misunderstood by the observed.

The role chosen by the researcher for this study was that of observer-as-participant, using Gold's definition or observer as non-participant, using the Lutz and Iannaccone definition. The researcher's identity and purpose of the study were known to the subjects; the subjects consented to being interviewed and being observed. The researcher was able to interact with the subjects to clarify events and to ask questions about the subject's work. The researcher may or may not have been privy to the "motives, hidden agenda, and secret procedures" but that type of knowledge was not required for this study. This study centred more on visible and public events than on covert events. However, the presence of an observer is problematic.

Instrumentation

The researcher conducted a field study using structured observation as the main tool. The researcher was familiar with the Grades I-XII principalship, therefore, could observe and collect data with a minimum of interruptions of the principals being observed. The researcher did not experience any particular difficulty in interpreting the purpose of activities largely because the content of meetings (scheduled, unscheduled and exchanges), telephone calls, mail, tours and monitoring were recorded at face value. Weick (1968:358) notes that observational studies, "almost by definition, are more concerned with public, visible, external events, and less so with covert or private events."

The description of activities of principals, that is, information processed, media used, with whom, where, how often, was derived from a structured observation method used by Mintzberg (1973) and, in part, by Duignan (1979) and Hannah (1981). The method consisted of three parts: (1) a chronology record; (2) a mail record; and (3) a contact record. An important change in this study is that the three records (chronology, mail, and contact) are subsumed in the structured observation instrument *and* pre-selected task areas are also listed on the structured observation instrument. The left side of the researcher's instrument (Appendix F) reflects the characteristics of the principals' work and the right side of the instrument reflects the content. It should be noted that the researcher extracted task areas from the literature and substituted these tasks for the "what activities;" the "why" of the tasks was asked only when the activity appeared unusual to the researcher and was usually recorded as anecdotal data.

The diary method of data collection was used to supplement the structured observation instrument (Appendix G). The five principals recorded their work when the observer was not present, for example, before and after the work day, one day when the observer was excluded from the principal's activities and for school-related work done by the principals on week-ends. Data provided in diaries were transferred to the observational instrument.

Interviews were used to supplement the structured observational instrument. Three structured interviews were used with each of the five principals, namely: (1) a pre-observation interview (Appendices H and I); (2) a post-observation interview immediately after the week of observation (Appendix H); and (3) a second post-observation interview after the data had been processed (Appendix J). In this study, the "Inventory of Administrative Resources Services" questionnaire for school principals was used for the personal and professional (or sociological) characteristics of the five principals and for a comparison between time spent in observed tasks as compared to self-reported estimates of time spent on tasks.

Recording and Coding of Observations

Anecdotal data were used to facilitate coding and to develop and support propositions. Anecdotal data included critical or "interesting" incidents recorded in detail while observing and background data recorded during informal discussions with the principal particularly when these related to: cyclical patterns, mythology of regulations, little time to think, control of time and the verbal nature of work.

Structured data were in the form of the instrument:

1. communication which closely parallels "structure" in organizations;
    a. chronological record and record of concurrent activities;
    b. media used;
    c. location; and
    d. participants;
2. task areas which closely parallel "technology" in organizations:
    a. "task areas;"
    b. teaching;
    c. maintenance behaviour (Pleasantries); and
    d. unclassified;
3. exclusion of the observer; and
4. personal

The list of structured data to be observed formed the framework for data collection. The task areas were defined and described, in advance, then largely through observation and partly through interview, frequency, duration and content of tasks were determined. A basic premise was that there was a set of task areas common to all principal positions, however, the proportion of time and effort allocated among them and the style used while performing tasks in these areas might vary. The study was quantitative to the extent that task areas were measured by frequency and duration but was not qualitative to the extent that styles of managing were not explicitly researched.

Validation of the Structured Instrument the Diary and the Interviews

First, fictional data were generated to depict typical activities of a principal for a period of at least one hour. The generated data were entered on the instrument to see whether the data fitted into the pre-selected categories. Adjustments were made so the data were accurately represented.

Second, the instrument, diary and interviews were field tested in two schools. One day was spent in a Grades I-XII school in the researcher's employment district to see whether the observer could keep up with the activities. Subsequently, a half-day was spent in a second school, an elementary school near the University of Alberta, to see whether the observer could code the activities in a school that was unfamiliar to the observer. No adjustments were made to the instrument. A diary of evening work was kept by the principals and the data were entered on the instrument. The pre- and post-observation interviews were conducted with both pilot principals. No adjustments were made to the diaries or the interviews.

Bias of the Observer

This study has elements of all three types of observer bias noted above in the review of the literature. This study was designed: (1) to analyze the on-the-job behaviours of five principals through the use of the structured observational instrument; (2) to elicit the attitudes/perceptions of the principals about their work through the use of interviews and questionnaires; and (3) to attempt to place the work of the Grades I-XII principals within the context of the school organization.

Precautions to minimize the effects of an observer were deemed warranted, therefore the following steps were taken to minimize interference or influence on events observed:

1. the principals were fully apprised about the nature of the study;
2. the principals were guaranteed anonymity, within reason;
3. the principals were briefed before the observational periods and de-briefed after the observational periods;

4. the researcher/observer was careful not to participate and remained unobstrusive except for a few exchanges to ask for clarification of an event;
5. the researcher/observer maintained an open, friendly and non-judgmental stance;
6. the researcher/observer obtained the permission of each principal and his/her superintendent of schools for the study; and
7. the researcher/observer fully apprised other participants indirectly affected, especially teachers, about the nature of the study.

Effects of Presence of the Observer

The effects of the presence of an observer were discussed above in the second part of this chapter. A critical point is whether the observer consciously or unconsciously modifies the observed behaviour. The basic activities of a principal's job were not deemed likely to change just because there was an observer in the office. An observer should have had no influence on incoming mail and incoming telephone calls nor on scheduled meetings.

The presence of the researcher had an influence on the incoming telephone calls of one principal. Principal 3 noted in the Post-Observation Conference that far fewer telephone calls than usual were received from central office personnel and peers during the researcher's stay in the school. These two groups refrained from calling during the study.

In addition to inherent difficulties in recording staff room visits, the observer's presence, especially initially, created a distraction. The observer was generally introduced by the principal and the purpose of the research was stated by the principal. Almost invariably the principal received some comment from a teacher to the effect, "Well, it's about time someone figures out what you do!" There appeared to be much delight among teachers that a principal could be observed instead of them. In one instance, the observer was recognized by two teachers who had taken an evening class with the researcher and the researcher was immediately engaged in a conversation, thereby "losing track" of the principal. In every school visited, the researcher used staff room visits and occasions when the observer was excluded from activities, for example teaching, to explain the observational instrument, especially to teachers, to inform them of the extent of their involvement. The teachers, in particular, needed reassurance that data on them were relatively impersonal. Members of one staff needed particular assurance that the observer was not conducting an Alberta Education investigation. That the researcher was just a student from the University of Alberta trying to get a degree seemed to appease everyone. Teachers and other participants were informed that they could ask the observer to absent herself from private conferences with the principal; only young teachers asked.

Students were more curious than threatened by the researcher's study. Some asked questions at first and many would scrutinize the observational instrument as the researcher was recording. The myriad of check marks and letters to denote "mail" must have looked evaluative to a grade three boy because he reported to his homeroom teacher, "The principal got an F!"

Controls Placed on the Observer

In order to minimize observer errors, several controls were designed to lessen the observer's subjective interpretations of the principals' activities and behaviours:

1. the structured observational instrument and the diary have two areas--communication and tasks--that are strictly defined and described;
2. periodic informal checks on interpretation occurred with the principals while they were being observed;
3. three formal interviews with each of the principals occurred to verify the validity of the data; and
4. pilot testing of the structured observational instrument, the diary and the interviews occurred to ascertain the reliability of the methodologies.

Concluding Remarks on Methods of Observation and Data Collection

The structured observational instrument used in this study was plagued by many of the limitations attributed to interviews and questionnaires. The population in this study was limited to those who volunteered their cooperation. The observer and the instrument intruded into the school setting, thereby creating the potential for role-playing associated with awareness of being observed. The observational instrument could also have worked as an agent of change.

Explanation of Terms

Telephone calls (verbal communication). They included both calls initiated by the principal or by other participants. Incomplete calls are also included.

Mail (documented communication). This referred to work done by the principal that might be called "desk work" processing mail, working on timetables, agendas, schedules or reading.

Scheduled meetings (formal face-to-face communication). These referred to meetings that were set on a regular basis either internally by a school or externally by agencies that can affect a principal's time.

Unscheduled meetings (informal face-to-face communication). These consisted of meetings between the principal and other(s) where the observer could determine who set the meeting.

Exchange meetings (informal face-to-face communication). These referred to meetings that take place without notice; they appeared to be chance encounters.

Tours (visual communication). These included formal tours of other schools as well as inspection tours of the principal's own building(s) and yard.

Monitoring (visual communication). This referred to tours of areas of high pupil density, generally at recesses, noon breaks or during bus loading or unloading.

Announcements on the public address system (verbal communication). These included announcements on the public address system intended for groups or a message given to an individual.

Travel outside the school. This included travel, walking or by vehicle, outside the school during the principal's work day; however, it excluded each principal's daily travel to and from school.

Curriculum and Instruction (task). Indicators included: (1) establish curriculum committees and subsequent related meetings; (2) plan programme and timetable to optimally match time, space, staff, students and subject matter; (3) design curriculum to meet individual learner needs; (4) facilitate out-of-school learning experiences, for example, field trips, student exchanges, work experience study; (5) determine eligibility of course credits earned outside school, for example, music, out-of-province; (6) help teachers with instructional problems or with methods to improve learning climate.

Staff Personnel (task). Indicators included: (1) recruitment and selection of teaching staff; hiring substitute teachers; (2) plan professional development for self and teaching staff; train teachers in use of media (AV and library resources); orientation of new teaching staff; (3) supervision and evaluation of teaching staff; (4) interpret system policies, regulations, procedures and priorities to teaching staff; (5) conduct staff meetings; (6) assist with student teachers; (7) personal and career counselling for teachers.

Student Personnel (task). Indicators included: (1) maintain system of student accounting and attendance; (2) plan guidance and counselling programme for students; career planning information; orientation for new students and their parents; (3) action on discipline matters; (4) evaluate and/or support extra-curricular programme; (5) assistance with student government; (6) procedures for student registration and for graduation; (7) testing and evaluation; (8) procedures for student appeals.

Resource Management (task). Indicators included: (1) maintain book-keeping and accounting system; (2) manage school generated funds; (3) collect fees; (4) maintain inventory of resources; (5) purchase services and materials; (6) project staffing needs--teaching and support; (7) prepare budget; (8) make decisions regarding instructional material and equipment; (9) fill month-end returns.

Support Management (task). Indicators included: (1) supervise school transportation system; (2) assist in recruitment and selection of non-certificated staff; monitor changing needs for non-instructional services; (3) inform support staff of legal requirements that affect school operations; (4) manage school plant.

System-Wide Policies and Operations (task). Indicators included: (1) attend Administrators' meetings; (2) provide information requested by supervisors and/or researchers; (3) recommend teaching staff for permanent certification, re-employment, tenure, promotion or dismissal; (4) ensure that school goals and objectives are consistent with district/provincial goals; (5) monitor and control school visitors; (6) provide for health, welfare and safety of students and staff.

Community Relations (task). Indicators included: (1) develop communication channels with parents and local community; (2) facilitate adult education programmes; (3) administer community use of school and facilities.

Personal (task). Indicators included: (1) washroom breaks; (2) voting; (3) private telephone calls, exchanges or mail; (4) medical appointments; (5) lunch at home; (6) research for the Toastmistress Club; and (7) search for a lost pen.

Pleasantries (task). Indicators included: (1) greetings; (2) holding doors open; (3) casual references to someone's welfare; (4) thanking speakers; (5) welcoming or congratulating students on the public address; (6) jokes; and (7) staffroom "breaks."

Teaching (task). Indicators included: (1) regularly scheduled classes; and (2) substitute teaching for absent teachers.

Unclassified (task). The term was reserved for activities that would not fit in the above "task areas."

Activity. ". . . a single event with an identity of its own. It had an observable beginning and ending in a time continuum. It ended when a major change occurred in one of the elements or dimensions of the [principal's] behavior, e.g., when there was a change in the basic participants and/or medium of communication." Duignan (1979:64) Two additional elements or dimensions in this study were location and task areas.

Total Working Time. This term refers to time observed or reported in diaries during the work week; work on week-ends is excluded.

Grades I-XII or All-Grades. Either term refers to a type of school where students are enrolled from Grades I through XII. A Grades I-XII principal refers to the principal teacher in charge of an all-grades school.

Collection of Preliminary Data

At a pre-observational conference with each superintendent of schools, the researcher: (1) provided copies of the pre-observational conference schedule (Appendix H) and the diary (Appendix G) to the superintendent of schools; and (2) collected information about the school jurisdiction, for example, organizational charts, policy handbooks for the jurisdiction and any pertinent information or papers regarding the jurisdiction or school. These were required: (1) to establish the environment of the principal; (2) to give insight into strategies used during the observation; and (3) to become familiar with names of members who might interact with the principal.

At the pre-observational conference with each principal, the researcher gave detailed information on the observational instrument (Appendices F and H), for example: (a) an explanation of each category to clarify the areas of concern to the researcher and enable the principal to help the researcher gather the data. For instance, the principal was asked to identify by classification a telephone caller at the beginning of a call or if the principal was telephoning someone, he/she was to identify by classification the participant before making the call; (b) the principal was asked to react to each category in the instrument. For example: Did the categories for media, location, participants and task areas reflect conditions in that particular school? Did he/she anticipate any sessions where the researcher should be excluded? Did the principal view belonging to community organizations as part of the job of being principal in that community or did he/she prefer contacts from community organizations be recorded as personal? (c) in addition to the information on the instrument, the principal was given a diary form (Appendix G) to record evening work or work taken home to be done when the researcher was not present. The diary was collected by the researcher and was attached to the instrument according to the appropriate observation day. The information on the diary was transcribed on the instrument by the researcher before the instrument sheets were given to the key-punch operator. The researcher also collected information about the principal, for example; (a) asked for a copy of the principal's personal resume regarding background--education, teaching experience, administrative experience. Because none of the principals had current personal resumes, they were asked to fill out the Seger, *et al.* (1981) "Questionnaire for Principals," pages 1-8 (to B9) and pages 10 (c) - 11; (b) established approximate working hours (Appendix I); (c) established work-related activities outside of working hours; (d) established where the day's work was largely carried on, for example, at the desk or in the staff room and whether the principal anticipated many interruptions; (3) collected handbook for the school and a list of teachers; and (4) asked the principal to react to the following: (a) cyclical patterns of the principalship; (b) the mythology of regulations; (c) whether school-related work interfered with personal life; (d) whether the pay was commensurate to the work; (e) what he viewed as a promotion; and (f) whether he found that he had little time to think; whether he thought his pace of work was hectic; whether he thought he controlled his time; and whether he was concerned about the verbal nature of the work.

The Unit of Observed Behaviour

In this study, the activity, or unit of behaviour began whenever there was a change of medium (meeting, telephone call, *etc.*), a change of participant, a change of location or a change of task. In this manner, Guest's (1960:225) question "Who does what, with whom, when, and where?" circumscribed the unit of behaviour. The first three categories of medium, participant and location were molecular data, that is, they required very little observer inference. The fourth category, task areas, represented molar data, that is, it required a higher degree of observer inference.

Recording and Coding of Observations

An activity has an observable beginning and end; it ends when there is a change in one of its elements, for example, a change of medium, or a change in participants. This definition set the structure for observation. Examples of entries for a telephone call initiated by other, mail, scheduled meeting, tour and a travel activity are shown in Figure 3.1.

The chronology record provides the beginning and ending time of an activity from which time on an activity was computed. The time was recorded to the nearest minute. An activity that lasted less than one minute was recorded like the mail activity above, 0850-0850, and was computed to be a one-half minute activity.

Because, by definition, an activity changes when a major element like the participants or tasks change, special adjustments were made for meetings. The problem in recording a scheduled meeting is illustrated in Figure 3.2. The above example depicts a typical beginning of a meeting with pleasantries then the extended work on the purpose of the meeting, or task. The third item depicts a one-minute interruption to accommodate the Coordinator of Mathematics who was touring the site with a new Mathematics Consultant. Even though the scheduled meeting is recorded in multiple activities, the scheduled meeting remains one meeting for a stated purpose when it is analyzed for time spent, participants, location and tasks.

Even though tours are a form of visual communication, they often are the occasion for verbal communication. The example of the tour above shows that a tour that lasted from 0856 to 0909 is followed by eleven activities during the same period; they were all exchanges initiated by the principal, largely in the hall, for a variety of purposes. In analyzing the data, the researcher did not omit these "interruptions" in tours nor in monitoring.

In processing data for "mail" activities, the researcher removed interruptions to reflect actual time on "mail." An extract from Principal 2, Day 1, Items 12-18 depicted in Figure 3.3 shows the special problem of recording "mail:" Five more items follow and are included within the time 1537-1618. In this case, 37 minutes of interruptions occur while the principal reads the Guidebook resulting in an actual four minutes recorded on time spent on "mail" in Chapter 4.

Chronology	Medium	Location	Participant(s)	Task	Anecdotal Data
0842-0850	telephone, self x	Desk x	Other x	Staff Personnel x	phones another sub. for music tr. who will phone in a plan (Principal 5, Day 1, Item 8)
0850-0850	mail, other R	Desk x	Alone Teacher x x	Student Personnel x	accident report [from teacher] being signed [by principal] (Principal 1, Day 2, Item 6)
1004-1040	meeting, scheduled 3	outside x	central office other x x	Staff Personnel x	Divisional office; Director of Instruct.; Teacher candidate #2 (Principal 3, Day 1, Item 7)
0856-0909	tour x	SR class hall x x x	other x	Staff Personnel x	tour to Gr. 3 teacher's room with substitute teacher for today (Principal 4, Day 1, Item 5)
1625-1740	travel x	outside x	[blank]	System-Wide Policies & Operations x	to Barnett House for GERCSA meeting (Principal 3, Day 2, Item 32)

Figure 3.1: Illustration of Entries on the Structured Observational Instrument

Chronology	Medium	Location	Participant(s)		Task		Anecdotal Data
	scheduled	outside	Gov't	other	Pleas.	SWP&O	
0855-0900	4	x	x	x	x		Harley Court; coffee
0900-0922	4	x	x	x		x	[list of 4 part.]
0922-0923	6	x	x	x	x		Coord. for Math introduces new math consultant
0923-1026	4	x	x	x		x	meeting cont'd.

Figure 3.2: Sample Scheduled Meeting Entry (Principal 3, Day 4, Items 2-5)

Chronology	Medium	Location	Participant(s)	Task	Anecdotal Data
1537-1618	mail, other G	desk x	Gov't x	C&I x	Guide [name] from RCMP
1538-1544	exchange, other x	x	teacher x	x	Math tr; S needing special help & isn't trying
1544-1546	exchange, self x	x	x	x	S needs help with fractions
1546-1547	exchange, other x	x	x	St. P. x	must leave staff meeting at 3:30; has a rehearsal
1547-1548	exchange, self x	x	x	C&I x	look after S? yes
1548-1552	exchange, other x	x	x	St. P. x	teacher needs out early from staff meeting; P.Ed. meeting in another school
1552-1553	mail, self F	x	secretary x	R. Man't x	sign P.O.'s for secretary

Figure 3.3: Illustration of Mail Entries on the Structured Observational Instrument

As early as the pilot studies, the researcher realized that conditions in a staff room are too chaotic for an observer to record all the activities, therefore, staff room stops by a principal were recorded much like tours. A beginning and ending time was noted, the maximum number of participants during the stop was recorded as well as the task, pleasantries. In addition the actual topics of conversation were often recorded in the anecdotal record. The staff room entry was followed by any exchanges initiated by self or other where the principal was directly involved in a conversation. Washroom breaks during a staff room stop were not recorded. All staff room stops were recorded as exchanges initiated by self; it was the researcher's judgment that principals choose to go to staff rooms where exchanges abound during breaks. This stance presented special problems in that the inital staff room exchange entry is far lengthier than the "normal" exchanges initiated by self. Adjustments were made in Chapter 4 to accommodate exchanges set by the principal.

Because not all activities could be recorded in a staff room, the number of activities recorded for all principals is lower than actual. Another factor that lowered the number of recorded activities should be attributed to observer error. An example of observer-error is noted below in Figure 3.4. The chronology record notes an eight-minute tour and the three separate exchanges indicated in the anecdotal record shows that the researcher should have entered each of these three exchanges separately resulting in three additional activities consisting of three exchanges with one participant, a teacher in each case. This is an example of Weick's (1968:431) "biases" where an observer makes a "summary" tally instead of an entry for each event. Very few observer-errors of this nature occurred and they were not corrected. Even though many corrections and adjustments occurred in the areas of medium, location, participants and tasks, the number of activities remained unchanged throughout the analysis of the data. Activities remained resistant to change; even though the above "summary" entry could be corrected to faithfully reproduce the task and participants, the location could be incorrect and, most important of all, the chronology record would be contrived.

Chronology	Medium	Location	Participant(s)	Task	Anecdotal Data
	exchange, self tour.	hall	teacher	S. Man't	Tour looking for lost shoes of a S: speaks to teachers
1114-1122	3 x	x	x	x	1 + 1 + 1

Figure 3.4: Sample Entry (Principal 4, Day 1, Item 4)

Observation Time and Diaries

The data placed on the structural instrument were collected in two forms: (1) actual on-site observation using a structured observational instrument; and (2) diaries that were kept by the principals for school-related work that preceded the school day or occurred after the work day or on week-ends. Table 3.5 presents the data for the number of activities and the duration of time the principals were actually observed during the work day and the number of activities and the duration of time reported by principals in their diaries for each work day.

In order to save space, the principals are identified according to numbers 1 to 5 placed below the heading and preceding the data.

The five principals were observed by the researcher for a total of 180.4 hours. During that time 3673 activities were observed for an average of 2.9 minutes per observed activity. The principals reported in diaries 111 activities lasting 4885 minutes or 44 minutes per activity. Most of the reported activities comprised extended work sessions in the evening and some meetings. Detailed information on each principal's recorded activities is available in Supplement 1 from the researcher.

Reliability and Validity

In the review of the literature noted in the second part of this chapter one reference noted that reliability is a more critical factor than validity in observation studies. To improve validity in this study, categories of behaviour were developed to reduce inferences that would have to be made about observed behaviour. The medium, location and participants categories require low inference on the part of the observer; the task category requires a higher level of inference, however, clear indicators for tasks were developed. The same categories were used by the principals when they reported work in their diaries. The questions for the structured interview were based on extant knowledge. Validity for the observational instrument, the diary and the structured interview is established on the acceptability of the categories derived from the literature on the work of principals. In addition, the post-observational conference (Appendix J) was an attempt at host verification whereby the principals were asked to validate

Table 3.5
Summary* of the Number of Activities and Their Duration
According to Observation and Diaries
for Five Grades I-XII Principals

Activities and Duration of Time Observed and Reported in Diaries	1	2	3	4	5
Number of Activities Observed	430	984	274	973	1012
Duration of Time Observed: (minutes)	1828	2422	1914	2332	2328
Number of Activities in Diaries	21	9	46	20	15
Duration of Time in Diaries: (minutes)	1038	665	1816	1052	314
Total Number of Activities	451	993	320	993	1027
Total Duration of Time: (minutes)	2866	3087	3730	3384	2642

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

the activities and offer comments.

Reliability is a two-fold problem. First, the data are based on the judgmental measures of the observer. The consistency of the observer is a methodological problem, therefore, many controls were placed on the observer, for example, the development of prior categories, the formal interview, informal checks with the principals and pilot testing of the instrument, diary and interview schedule. In addition, during analysis, the researcher painstakingly checked each entry to verify that the categories were correctly and consistently used from principal to principal. Second, the reliability of the behaviour being observed depends on whether the subjects displayed the behaviour required. The consistency of behaviour is a substantive problem. Five principals, instead of one, were chosen so that ranges of behaviour could be described and a composite behaviour could yield a relatively stable measure of the Grades I-XII principalship.

CHAPTER 4

Analysis of Communication: Medium

Chapter 4 provides an analysis of medium. Preceding the analysis of media used is an overview of the numbers of activities and time spent by the five principals in this study. The rest of the chapter provides an analysis of each medium used beginning with an overview of the total time spent by each principal on ten categories of media. Patterns of each principal's activities are depicted in the distribution of time among the categories. Each medium is ranked according to time spent. Each of the ten categories is then analyzed according to the type of activity represented, the time spent on each category, the average incident duration, the percentage of total working time and the number of participants. Chapter 4 concludes with an aggregate of scores to present a composite description of the media used by the five principals during the spring of 1982.

Overview of the Study

Table 4.1 presents an overview of the total time spent by each principal according to activities and total hours worked. The total number of activities for one work week ranged from a high of 1027 activities for Principal 5 to a low of 320 activities for Principal 3. The average duration of each activity varied from 11.7 minutes per activity for Principal 3 to 2.6 minutes per activity for Principal 5. An average of 412 activities was performed before noon by the five principals during a work week as compared to an average of 344.8 activities in the afternoon and evening. The total hours worked by each principal varied from a high of 12.4 hours per day for Principal 3 to a low of 8.8 hours per day for Principal 5. More time was spent on activities performed in the afternoon, an average of 34 hours per week as

Table 4.1
Summary* of the Number of Activities and Duration of Time for Five Grades I-XII Principals

Category	Composite (Total)	Mean[1]	1	2	3	4	5
Total Number of Activities for the Work Week	3784	756.8	451	993	320	993	1027
Average Number of Activities per Day		151.4	90.2	198.6	64	198.6	205.4
Average Duration of Each Activity in Minutes		4.1	6.4	3.1	11.7	3.4	2.6
Number of Activities before the Work Day[2] for the Week			2	4	4	4	6
Number of Activities Observed by Noon			286	468	121	627	531
Number of Activities Unobserved by Noon[2]			2	0	5	0	0
Total Number of Activities in a.m.	2060	412	290	472	130	631	537
Number of Activities Observed after Noon for the Week			144	516	153	346	481
Number of Activities Unobserved after Noon[2]			4	0	6	0	0
Number of Activities after School[2]			2	0	9	5	0
Number of Activities after 6 p.m.[2]			11	5	22	11	9
Total Number of Activities in p.m.	1724	344.8	161	521	190	362	490
Total Hours Worked during the Work Week	261.8	52.4	47.8	51.5	62.2	56.4	44
Average Hours Worked per Day		10.5	9.6	10.3	12.4	11.3	8.8
Number of Hours Worked in a.m.	91.6	18.3	17.2	18.1	19.4	19.9	17
Number of Hours Worked in p.m.	170.2	34	30.6	33.3	42.8	36.5	27
Number of Hours Worked after 6 p.m.[2]	53	10.6	9	11	14.2	13.3	5
Average Hours Worked after 6 p.m.[2]		2.1	1.8	2.2	2.8	2.7	1
Number of Hours Worked on Week-End	19.7		N.A.[3]	4.7	0	15	0
Number of Minutes Worked before Work Days[2]	174		4	5	140	10	15
Number of Minutes Observed by Noon	4922		818	1082	835	1185	1002
Number of Minutes Unobserved by Noon[2]	400		210	0	190	0	0
Total Number of Minutes in a.m.	5496		1032	1087	1165	1195	1017
Number of Minutes Observed after Noon	5902		1010	1340	1079	1147	1326
Number of Minutes Unobserved after Noon[2]	510		240	0	270	0	0
Number of Minutes after School[2]	670		45	0	381	244	0
Number of Minutes after 6 p.m.	3131		539	660	835	798	299
Total Number of Minutes in p.m.	10,213		1834	2000	2565	2189	1625

*Based on a Total of 5 Weeks of Observation Time and Diaries

[1] For purposes of uniformity, mean is given for each principal even though the mean may not add appreciably, in some instances, to the information.

[2] Activities and times reported in diaries.

[3] No week-end overlapped the observation period for Principal 1.

compared to morning activities, an average of 18.3 hours per week. The total hours of evening work for the work week ranged from a high of 14.2 hours for Principal 3 to 5 hours for Principal 5. All principals reported in their interviews that school-related activities on week-ends were common and two principals reported a total of 8 activities lasting 19.7 hours.

Table 4.2 presents a break-down of the number of activities according to selected time intervals. Nearly one-quarter of all the activities lasted .5 minute or less while 37.3 per cent of the activities lasted 1 minute. Over one-quarter (26.3%) of the activities lasted from 2 to 5 minutes. Less than one-tenth (8.7%) of the activities lasted from 5.5 to 30 minutes. Only 1.4 per cent of the activities lasted from 30.5 to 60 minutes and 1.7 per cent of the activities lasted over one hour.

In order to save space, all the tables listed in Chapters 4, 5, 6 and 7 identify the principals according to numbers 1 to 5 placed below the heading and preceding the data.

Table 4.2
Summary* of the Number of Activities According to Time Intervals for Five Grades I-XII Principals

	1	2	3	4	5	Total	Percentage
.5 minute	60	283	52	213	323	931	24.6
1 minute	188	384	100	393	347	1412	37.3
2 minutes	61	140	32	156	128	517	13.7
2.5 - 5 minutes	65	92	47	139	133	476	12.6
5.5 - 10 minutes	25	43	13	42	45	168	4.4
10.5 - 30 minutes	32	36	27	28	40	163	4.3
30.5 - 60 minutes	4	9	21	11	8	53	1.4
Over 60 minutes	16	6	28	11	3	64	1.7
Total Number of Activities	451	993	320	993	1027	3784	100.0

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

Overview of the Time Spent on Ten Categories of Media

Nine pre-determined categories of media were recorded, that is, telephone calls, mail, scheduled meetings, unscheduled meetings, exchange meetings, tours, monitoring tours, announcements on the public address system and travel outside the school. A tenth category, no medium, which appeared during this study occupied a small portion of each principal's time. Table 4.3 presents a break-down of time according to ten categories under medium. Mail required the most time, an average of 16.5 hours per week for the five principals with a range of 11.7 hours (Principal 4) to 20.5 hours per week (Principal 2). In second place were scheduled meetings, an average of 13.7 hours per week and a range of 5.6 to 30 hours. Exchanges were in third place with 13.2 hours per week and a range of 3.3 to 19.1 hours. Unscheduled meetings were in fourth place with 6.8 hours per week and a range of 5.8 to 8.2 hours. In fifth place was travel, an average 4.2 hours per week and a range of .4 to 8.1 hours. In sixth place were tours, an average of 2.7 hours per week and a range of .4 to 6.6 hours. An average of 2 hours per week was spent on telephone calls by the five principals ranging from a low of 1 hour to a high of 2.9 hours. Monitoring tours were in eighth place with an average of 1.9 hours per week and a range of .1 to 4 hours. An average of .5 hour per week was spent on the tenth category with a range of .09 to 1.2 hours. Time on the public address system required the least time, an average of .3 hour per week with a range of .09 to .5 hour per week.

Table 4.4 presents a break-down of activities according to ten categories of medium. Adjustments were made in some media to accommodate a change in direction (self or other), or change in number of participants or a change of location. The largest number of unadjusted activities were exchanges, an average of 464.2 per week with a range of 110 (Principal 3) to 676 (Principal 2). In second place were mail activities averaging 205.6 per week and a range of 127 to 376 mail activities per week. In third place were telephone calls averaging 57.8 calls per week and a range of 30 to 84. An average of 109.6 unadjusted tours occurred with a range of 14 to 301. In fifth place were an average of 31.8 unscheduled meetings per week with a range of 17 to 51. In sixth place were public addresses averaging 17 per week with a range of 3 to 30. Monitoring tours placed seventh with an average of 71 per week and a range of 2 to 148. Scheduled meetings placed in eighth place with an average of 20.2 per week and a range of 9 to 44. In ninth place was travel averaging 6.2 per week and a range of 2 to 13. In last place was

Table 4.3
Summary* of Time Spent on Ten Categories of Media
for Five Grades I-XII Principals

Category of Medium	Composite	Mean	1	2	3	4	5
Time on Telephone: minutes (hours)	620 (10.3)	124 (2)	76.5 (1.3)	175.5 (2.9)	58 (1)	161.5 (2.7)	148.5 (2.5)
Time on Mail: minutes (hours)	4948 (82.5)	989.6 (16.5)	978 (16.3)	1227 (20.5)	1037.5 (17.3)	701 (11.7)	1004.5 (16.7)
Time on Scheduled Meetings: minutes (hours)	4104 (68.4)	820.8 (13.7)	672 (11.2)	349.5 (5.8)	1799 (30)	948.5 (15.8)	335 (5.6)
Time on Unscheduled Meetings: minutes (hours)	2051 (34.2)	410.2 (6.8)	367 (6.1)	490 (8.2)	398 (6.6)	345.5 (5.8)	450.5 (7.5)
Time on Exchanges: minutes (hours)	3970.5 (66.2)	794.1 (13.2)	591 (9.9)	1148 (19.1)	199.5 (3.3)	1011 (16.9)	1021 (17)
Time on Tours: minutes (hours)	810.5 (13.5)	162.1 (2.7)	85.5 (1.4)	114 (1.9)	26 (.4)	393.5 (6.6)	191.5 (3.2)
Time on Monitoring: minutes (hours)	570.5 (9.5)	114.1 (1.9)	50 (.8)	167 (2.8)	7 (.1)	239.5 (4)	107 (1.8)
Time on Public Address: minutes (hours)	80.5 (1.3)	16.1 (.3)	19 (.3)	15 (.3)	5.5 (.09)	27 (.5)	14 (.2)
Time on Travel: minutes (hours)	1245 (20.8)	249 (4.2)	340 (5.7)	58 (1)	484 (8.1)	340 (5.7)	23 (.4)
Time on Tenth Category: minutes (hours)	139.5 (2.3)	27.9 (.5)	8 (.1)	12 (.2)	45 (.8)	5.5 (.09)	69 (1.2)
Total: minutes (hours)	18,539.5 (309)	3707.9 (61.8)	3187 (53.1)	3756 (62.6)	4059.5 (67.7)	4173 (69.6)	3364 (56.1)

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

Table 4.4
Summary* of Number of Activities in Ten Categories of Media for Five Grades I-XII Principals

Category of Medium	Composite	Mean	1	2	3	4	5
Number of Telephone Calls: Adjusted (Actual)	285 (289)	57 (57.8)	34 (35)	83 (84)	30 (30)	71 (71)	67 (69)
Number of Mail Sessions	1028	205.6	134	193	127	198	376
Number of Scheduled Meetings: Adjusted (Actual)	44 (101)	8.8 (20.2)	7 (14)	7 (9)	7 (44)	14 (20)	9 (14)
Number of Unscheduled Meetings: Adjusted (Actual)	128 (159)	25.6 (31.8)	16 (17)	42 (51)	26 (33)	15 (19)	29 (39)
Number of Exchanges: Adjusted (Actual)	2313 (2321)	462.6 (464.2)	261 (261)	674 (676)	110 (110)	599 (600)	669 (674)
Number of Tours: Adjusted (Actual)	185 (548)	37 (109.6)	12 (14)	26 (103)	13 (15)	81 (301)	53 (115)
Number of Monitoring Tours: Adjusted (Actual)	69 (355)	13.8 (71)	8 (23)	17 (129)	2 (2)	27 (148)	15 (53)
Number of Public Address Announcements	85	17	19	15	3	30	18
Number of Travel Sessions: Adjusted (Actual)	29 (31)	5.8 (6.2)	4 (4)	2 (2)	11 (13)	10 (10)	2 (2)
Number in Tenth Category	14	2.8	1	2	2	2	7
Total: Adjusted (Actual)	4180 (4931)	836 (986.2)	496 (522)	1061 (1264)	331 (379)	1047 (1399)	1245 (1367)

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

the tenth category with an average of 2.8 per week and a range of 1 to 7.

Table 4.3 indicates that the hours worked in the ten categories total 309 for the five principals while the data in Table 4.1 indicate that the total hours worked by the five principals in the category medium were 261.8 hours. The discrepancy is due to 47.2 hours of concurrent activities recorded in medium. For example it was possible for an exchange and a mail item to occur concurrently. The data in Table 4.4 indicate the number of activities recorded in the ten categories of medium. The actual number of activities recorded in medium, 4931 activities, when compared to the number of activities in Table 4.1, 3784 activities, indicate that 1147 activities were multiple activities in medium or activities that occurred concurrently.

Detailed information on the participants in each category of medium is available in Supplement 1 from the researcher.

Pattern of Each Principal's Work by Distribution of Time among the Ten Categories of Media

Figures 4.1 to 4.5 depict a pattern of each principal's work according to the distribution of time among the categories of activities under medium.

Principal 1. Figure 4.1 represents the proportion of Principal 1's total working time on the ten categories of activities under medium.

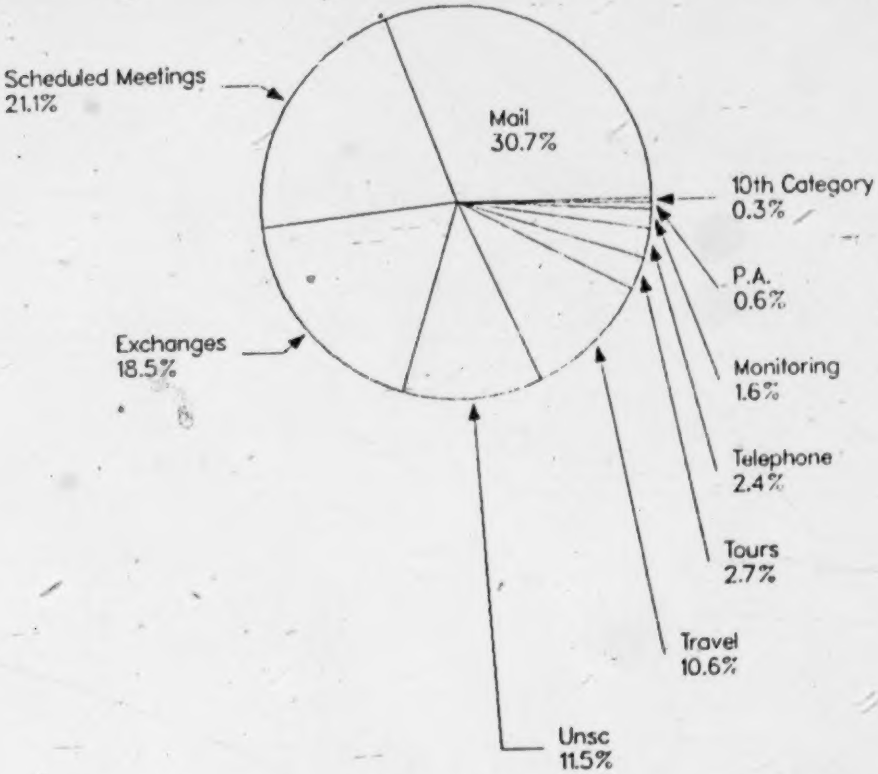

Figure 4.1
Proportion of Total Work Time Spent on Ten Categories of Media by Principal 1

The largest portion of Principal 1's work time, 30.7 per cent, was spent on mail, that is, working on in-coming and out-going agendas, memos, reports, forms, letters, magazines and other forms of paper work generated from within the school and to or from areas outside the school. Scheduled meetings required 21.1 per cent of the time. Exchange meetings and unscheduled meetings followed with 18.5 per cent and 11.5 per cent, respectively. Travel accounted for 10.6 per cent of the time. Tours, telephone calls, monitoring, announcing on the public address system and a tenth category of "no medium" required a small portion of time, that is, 2.7 per cent, 2.4 per cent, 1.6 per cent, .6 per cent and .3 per cent, respectively.

Principal 2. Figure 4.2 represents the proportion of Principal 2's total working time on the ten categories of activities under medium. Principal 2 spent 32.7 per cent of the work time on mail followed by exchanges with 30.6 per cent. Unscheduled meetings and scheduled meetings followed with 13 per cent and 9.3 per cent, respectively. A smaller portion of the work time was spent on telephone calls, 4.7 per cent, on monitoring, 4.5 per cent, in tours, 3 per cent, on travel, 1.5 per cent, announcing on the public address system, .4 per cent and on the tenth category of "no medium," .3 per cent.

Principal 3. Figure 4.3 represents the proportion of Principal 3's total working time on the ten categories of activities under medium. By far the largest proportion of Principal 3's time, 44.4 per cent, was spent in scheduled meetings, that is, meetings that were set on a regular basis either internally by the school or by agencies external to the school. Mail with 25.6 per cent and travel with 11.9 per cent were next in terms of time spent. Unscheduled meetings accounted for 9.8 per cent and exchange meetings took 4.8 per cent of the time. Smaller amounts of time were spent on telephone calls, 1.4 per cent and the tenth category of "no medium," 1.1 per cent. A very small amount of time was spent on tours, .7 per cent, monitoring, .2 per cent and announcing on the public address system, .1 per cent.

Principal 4. Figure 4.4 represents the proportion of Principal 4's total working time on the ten categories of activities under medium. Principal 4 spent 24.2 per cent of the working time in exchanges, that is, exchange meetings initiated by self or by others with participants

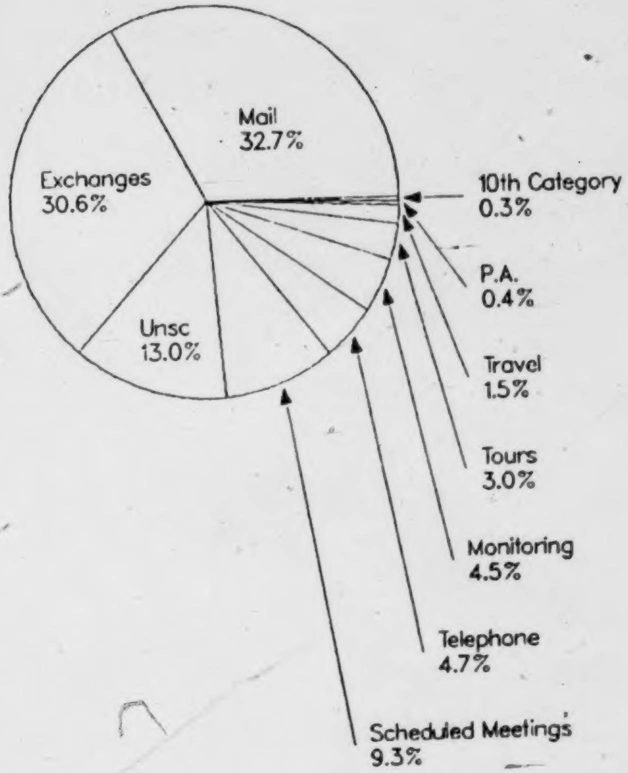

Figure 4.2
Proportion of Total Work Time Spent on Ten
Categories of Media by Principal 2

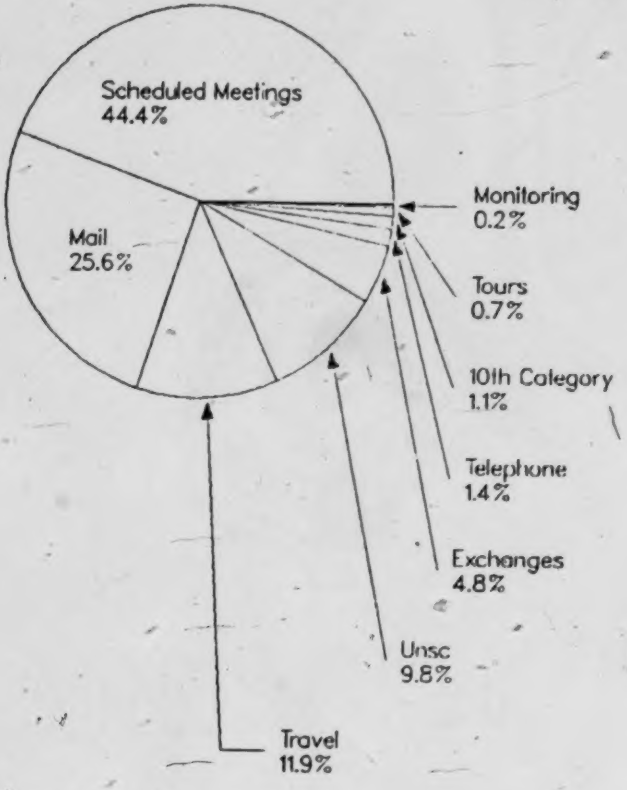

Figure 4.3
Proportion of Total Work Time Spent on Ten*
Categories of Media by Principal 3

*Announcements on the public address system lasting .1 per cent of the time are not represented in the figure.

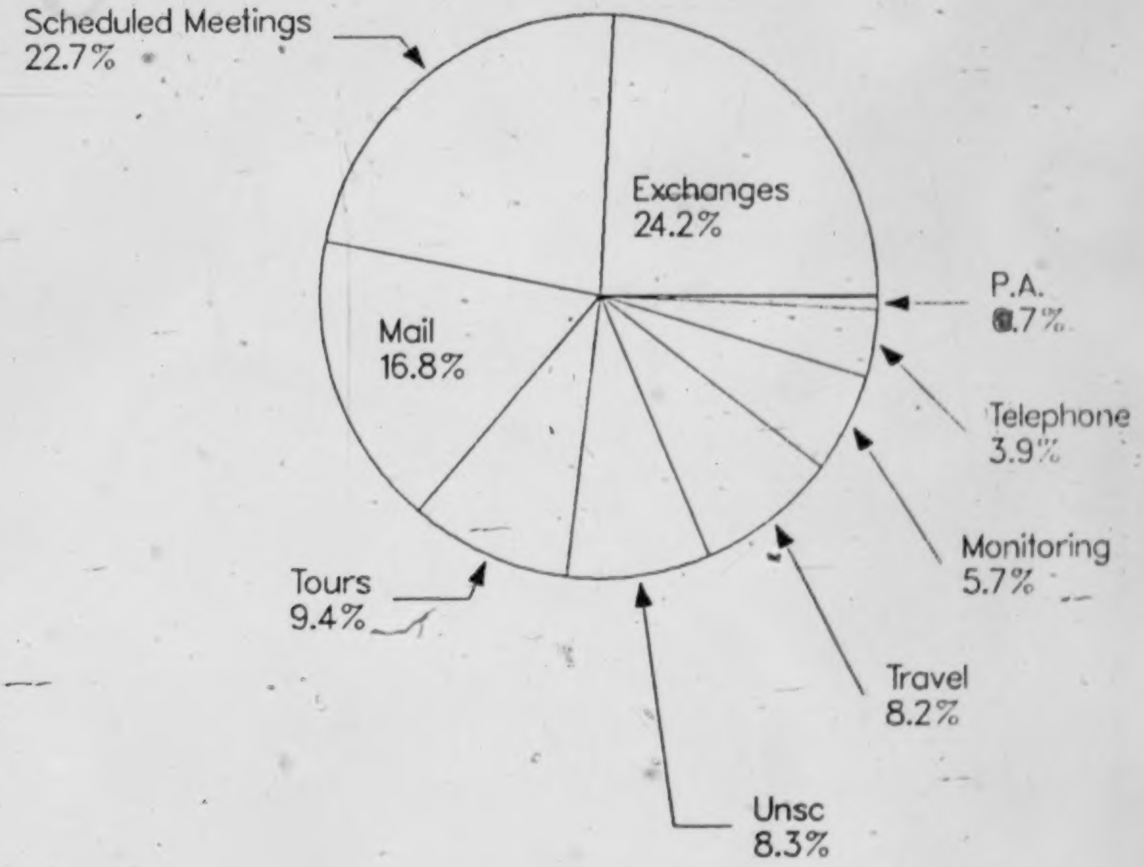

Figure 4.4
Proportion of Total Work Time Spent on Ten*
Categories of Media by Principal 4

*The tenth category of "no medium" lasting .1 per cent of the time is not represented in the figure.

within the school or external to the school. Scheduled meetings followed closely with 22.7 per cent of the total working time. Mail required 16.8 per cent of the time and tours required 9.4 per cent. Unscheduled meetings and travel followed with 8.3 per cent and 8.2 per cent, respectively. Monitoring accounted for 5.7 per cent of the time spent and telephone calls accounted for 3.9 per cent. Very small portions of time were spent announcing on the public address system, .7 per cent and the tenth category of "no medium," .1 per cent.

Principal 5. Figure 4.5 represents the proportion of Principal 5's total working time on the ten categories of activities under medium. As was the case with Principal 4, Principal 5 spent more time in exchanges, 30.4 per cent, than on any other category of activity. Mail with 29.9 per cent, unscheduled meetings with 13.4 per cent and scheduled meetings with 10 per cent were next in terms of time spent. Tours required 5.7 per cent of the working time, telephone calls took 4.4 per cent, monitoring took 3.1 per cent and the tenth category of "no medium" took 2 per cent. Travel accounted for .7 per cent while announcing on the public address system took .4 per cent.

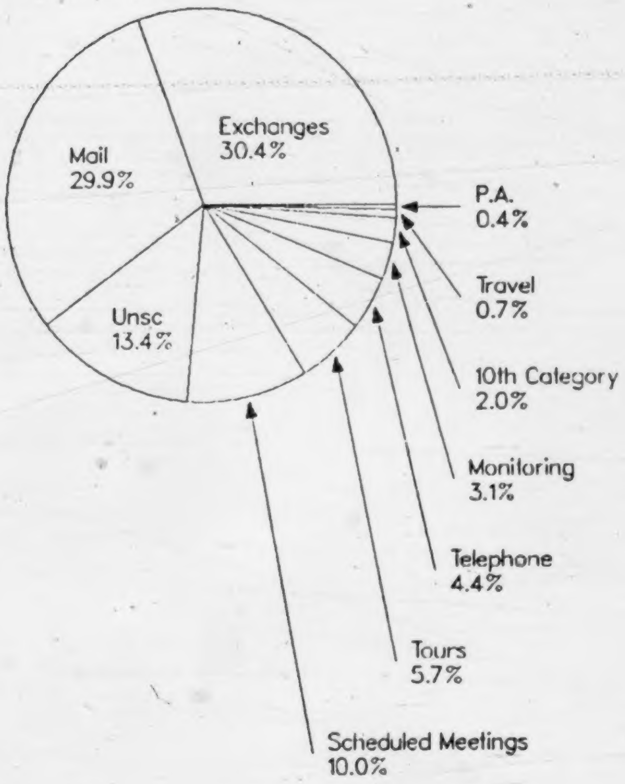

Figure 4.5
Proportion of Total Work Time Spent on Ten Categories of Media by Principal 5

Rank Order of Time Spent in Ten Categories of Media

Table 4.5 presents the rank order of each principal's total working time on the ten categories of activities under medium according to magnitude where number 1 represents the medium that recorded the largest proportion of time and number 10 represents the medium that recorded the least proportion of time.

Four media, that is, mail, exchanges, scheduled meetings and unscheduled meetings, ranked in the top half of the time spent on those media for each principal. Mail ranked very high: (1) two principals were ranked first for involvement with mail; (2) two principals ranked second for mail; and (3) Principal 4 ranked third for mail. Exchanges also ranked very high: (1) two principals were ranked first in exchanges; (2) Principal 2 was ranked second in exchanges; (3) Principal 1 was ranked third for exchanges, however, that principal was observed in the school only four days out of the five possible days; and (4) Principal 3 ranked fifth for exchanges, however, that principal was observed in the school for only one and one-half days. Scheduled meetings also ranked very high: (1) Principal 3 was ranked first; (2) two principals were ranked second; and (3) two principals were ranked fourth. Unscheduled meetings also received high ranking; (1) two principals were ranked third; (2) two principals were ranked fourth; and (3) Principal 4 was ranked fifth.

Three media, that is, tours, travel and telephone calls ranked moderately high. Tours ranged from a high of 4 for Principal 4 to a low of 8 for Principal 3. Travel ranged from a high of 3 for Principal 3 to a low of 9 for Principal 5. Telephone calls ranged from 5 to 8 for the five principals.

Three media, that is, monitoring, the tenth category and announcements on the public address system ranked in the bottom half of the time spent on those mediums by each principal. Monitoring ranged from a high of 6 for Principal 2 to a low of 9 for Principal 3. The tenth category ranged from 7 to 10 for the principals. Announcements on the public address system clustered at the ninth and tenth level for all the principals.

Table 4.5
Rank Order of Time Spent on Ten Categories
of Media for Five Grades I-XII Principals

Category of Medium	1	2	3	4	5
Telephone Calls	7	5	6	8	6
Mail	1	1	2	3	2
Scheduled Meetings	2	4	1	2	4
Unscheduled Meetings	4	3	4	5	3
Exchanges	3	2	5	1	1
Tours	6	7	8	4	5
Monitoring	8	6	9	7	7
Public Address	9	9	10	9	10
Travel	5	8	3	6	9
Tenth Category	10	10	7	10	8

*Based on a Total of 5 Weeks of Observation Time and Diaries

Summary for Each Category of Media

Telephone calls. All five principals spent time on the telephone. Telephone calls at home either before the work day at school or in the evening were generally represented by calls from teachers who informed the principal that they would be absent from school; these calls were generally immediately followed by calls to substitute teachers. Only Principal 3 did not receive early morning or evening calls at home; the duty for finding substitute teachers had been delegated to the vice-principal. Telephone calls at school generally occurred at the desk, however, a few calls were sent or received in the administrative area and the staff room. Telephone calls involved a wide spectrum of participants and covered all the task areas of this study.

Time spent on all types of telephone calls initiated by self. Table 4.6 presents the data for the time spent by each of the five principals in telephone calls initiated by the principal. These telephone calls initiated by self include: (1) time spent on completed calls made to a participant; and (2) time spent on telephone calls where the line was busy or there were no answers.

Table 4.6
Summary* of Time Spent on Telephone Calls
Initiated by Self for Five Grades I-XII Principals

Telephone Calls Initiated by Self[1]	1	2	3	4	5
Number of Calls (Adjusted)	19	57	27	35	33
Average Number per Day	3.8	11.4	5.4	7	6.6
Actual Number of Activities	(20)	(58)	(27)	(35)	(34)
Time on Telephone: minutes (hours)	43.5 (.7)	120 (2)	53 (.9)	77.5 (1.3)	68 (1.1)
Average Duration in Minutes	2.3	2.1	2	2.2	2.1
Proportion of Total Working Time	1.4%	3.2%	1.3%	1.9%	2%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] Telephone Calls made by a secretary or aide are excluded.

A total of 171 telephone calls were initiated by the five principals for a total of 362 minutes. The number of telephone calls ranged from a high of 57 calls for Principal 2 to a low of 19 calls for Principal 1. Principal 2 spent the most time on telephone calls initiated by self, a total of 120 minutes and Principal 1 spent the least time on telephone calls, 43.5 minutes. The average duration of each telephone call initiated by self for the five principals was 2.1 minutes per call; the average duration of each telephone call varied from a high of 2.3 minutes per call for Principal 1 to a low of 2 minutes per call for Principal 3. The proportion of total working time spent on telephone calls initiated by self for the five principals was 1.9 per cent; the proportion of time on telephone calls ranged from a high of 3.2 per cent for Principal 2 to a low of 1.3 per cent for Principal 3.

One hundred and twenty-one of these telephone calls initiated by self lasting 308.5 minutes were calls that were completed to the participant called, that is, an average of 2.5 minutes per telephone call. Fifty calls lasting 53.5 minutes were initiated by the principal but were recorded as "line busy," that is, an average of about one minute per telephone call.

Telephone calls initiated by other. Table 4.7 presents the data for the time spent by each of the five principals on telephone calls initiated by a participant other than the principal.

Table 4.7
Summary* of Time Spent on Telephone Calls
Initiated by Other for Five Grades I-XII Principals

Telephone Calls Initiated by Other[1]	1	2	3	4	5
Number of Calls (Adjusted)	15	26[2]	3	36	34
Average Number per Day	3	5.2	.6	7.2	6.8
Actual Number of Activities	(15)	(26)	(3)	(36)	(35)
Time on Telephone: minutes (hours)	33 (.6)	55.5 (.9)	5 (.08)	84 (1.4)	80.5 (1.3)
Average Duration in Minutes	2.2	2.1	1.7	2.3	2.4
Proportion of Total Working Time	1%	1.5%	.1%	2%	2.4%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] Telephone calls screened by a secretary or aide are excluded.
[2] An additional 5-minute telephone call was logged on a week-end.

A total of 114 telephone calls were initiated by other participants for a total of 258 minutes. The number of telephone calls ranged from a high of 36 calls for Principal 4 to a low of 3 calls for Principal 3. Principal 4 spent the most time on telephone calls initiated by others, a total of 84 minutes and Principal 3 spent the least time on telephone calls, 5 minutes. The average duration of each telephone call initiated by other for the five principals was 2.3 minutes; the average duration of each telephone call varied from a high of 2.4 minutes per call for Principal 5 to a low of 1.7 minutes per call for Principal 3. The proportion of total working time spent on telephone calls initiated by other participants for the five principals was 1.4 per cent; the proportion of time on telephone calls ranged from a high of 2.4 per cent for Principal 5 to a low of .1 per cent for Principal 3.

Composite: time spent on telephone calls. Table 4.8 presents the data for the time spent by each of the five principals on telephone calls initiated by the principals and by other participants.

Table 4.8
Summary* of Time Spent on Telephone Calls
Initiated by Self and Other for Five Grades I-XII Principals

Telephone Calls[1]	1	2	3	4	5
Number of Calls (Adjusted)	34	83[2]	30	71	67
Average Number per Day	6.8	16.6	6	14.2	13
Actual Number of Activities	(35)	(84)	(30)	(71)	(69)
Time on Telephone: minutes (hours)	76.5 (1.3)	175.5 (2.9)	58 (1)	161.5 (2.7)	148.5 (2.5)
Average Duration in Minutes	2.3	2.1	1.9	2.3	2.3
Proportion of Total Working Time	2.4%	4.7%	1.4%	3.9%	4.4%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] Telephone calls screened or made by a secretary or aide are excluded.
[2] An additional 5-minute telephone call was logged on a week-end.

A total of 285 telephone calls were made by the five principals for a total of 620 minutes. The number of telephone calls ranged from a high of 83 telephone calls for Principal 2 to a low of 30 telephone calls for Principal 3. Principal 2 spent the most time on telephone calls, a total 175.5 minutes and Principal 3 spent the least time on telephone calls, 58 minutes. The average duration of each telephone call was 2.2 minutes per telephone call; the average duration of each call ranged from a high of 2.3 minutes per call for Principals 1, 4 and 5 to a low of 1.9 minutes for Principal 3. The proportion of time spent on telephone calls by the five principals was 3.3 per cent; the proportion of time on calls ranged from a high of 4.7 per cent for Principal 2 to a low of 1.4 per cent for Principal 3.

Mail. All five principals spent a large amount of time with mail. All the letters of the alphabet were used to record the types of mail principals processed. Print-outs were included in a pre-determined list of mail items but print-outs were not part of the mail processed by any of the five principals during the observation period. Additions to the twenty-six letters of the alphabet were problematic, for example, ballots were included in memos and bulletins because Principal 1 used ballots with one set of the daily memo/bulletin to staff, however, when ballots were central to a series of activities for Principal 5, the ballots were used in the context of a junior high school students' union election. In addition to types of mail processed, the observer recorded the direction of the mail item. Principals could initiate mail items or be the recipients of mail items.

The mail to self category was reserved for activities where the principal made notes to self during meetings, telephone calls and, sometimes, when the principal was alone with the observer. This category also included activities where the principal looked up information, for example, finding the location of a teacher or student from a timetable schedule, or activities involving filing mail items or getting mail items ready for meetings or telephone calls.

Mail initiated by self. Table 4.9 presents the data for the time spent by each of the five principals on mail initiated by self.

A total of 403 mail items were initiated by the five principals; the number of mail items ranged from a high of 137 items initiated by self for Principal 5 to a low of 47 mail items for Principal 1. A total of 2721.5 minutes were spent on mail initiated by the five principals; time on mail initiated by self ranged from a high of 830.5 minutes for Principal 2 to a low of 253.5 minutes for Principal 4. The average duration of each mail item for the five principals was 6.8 minutes per item of mail initiated by self; the average duration of each mail item ranged from a high of 11.3 minutes per mail item for Principal 3 to a low of 3.3 minutes per mail item for Principal 4. The proportion of time spent on mail initiated by the five principals was 14.7 per cent; the proportion of time on mail initiated by self ranged from a high of 22.1 per cent for Principal 2 to a low of 6.1 per cent for Principal 4.

Four items of mail initiated by Principals 2 and 4 lasting a total of 210 minutes were initiated on week-ends.

Type of communication in the mail initiated by self. Table 4.10 presents the data for the time spent by each of the five principals on types of communication initiated by the principals.

Table 4.9
Summary* of Time Spent on Mail Initiated by Self
for Five Grades I-XII Principals

Mail Initiated by Self	1	2	3	4	5
Number of Sessions	47	85[1]	56	78[2]	137
Average Number per Day	9.4	17	11.2	15.6	27.4
Time on Mail Initiated by Self: minutes (hours)	523 (8.7)	830.5 (13.8)	632 (10.5)	253.5 (4.2)	482.5 (8)
Average Duration in Minutes	11.1	9.8	11.3	3.3	3.5
Proportion of Total Working Time	16.4%	22.1%	15.6%	6.1%	14.4%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] A 90-minute mail activity was logged on a week-end.
[2] Three additional activities lasting 120 minutes were logged on a week-end.

Mail initiated by others. Table 4.11 presents the data for the time spent by each of the five principals on mail initiated by others.

A total of 376 mail items were initiated by others; the number of mail items ranged from a high of 167 items initiated by others for Principal 5 to a low of 31 mail items for Principal 3. A total of 932.5 minutes were spent on mail initiated by others; time on this type of mail ranged from a high of 315.5 minutes for Principal 5 to a low of 76 minutes for Principal 2. The average duration of each mail item initiated by others was 2.5 minutes per mail item; the average duration of each mail item ranged from a high of 3.7 minutes per mail item for Principal 1 to a low of 1.5 minutes per mail item for Principal 2. The proportion of time spent on mail initiated by others for the five principals was 5 per cent; the proportion of time on mail of this type ranged from a high of 9.4 per cent for Principal 5 to a low of 2 per cent for Principal 2.

Table 4.10
Types of Communication* in Mail Initiated by Self
for Five Grades I-XII Principals

Category of Mail	1 Time	No.[1]	2 Time	No.[1]	3 Time	No.[1]	4 Time	No.[1]	5 Time	No.[1]
Agendas/schedules/lists	0	0	73	16	0	0	37.5	13	9.5	5
Brochures/pamphlets	0	0	0	0	0	0	0	0	0	0
Catalogues/calendars	0	0	.5	1	0	0	4.5	4	2	2
Textbooks	0	0	0	0	0	0	8	2	5	5
Newspaper	0	0	0	0	0	0	0	0	0	0
Forms/receipts/purchase orders	198.5	7	44.5	24	49	15	81.5	16	60.5	29
Guidebooks/handbooks	3	1	2	2	6	1	30.5	4	5	2
Cheques	0	0	1	1	0	0	0	0	6	2
Invoices/bills/cash	.5	1	11	2	0	0	0	0	1	1
Print-outs	0	0	0	0	0	0	0	0	0	0
Entry Tickets	0	0	0	0	0	0	0	0	0	0
Letters	1	1	13.5	8	100	20	2	2	22.5	9
Memos/bulletins/ballots	56	19	22	12	6.5	5	5	1	216.5	31
Notes	41	10	14	7	10.5	8	4	3	4.5	4
Contracts/agreements	0	0	0	0	0	0	0	0	6.5	1
Periodicals/magazines	0	0	0	0	0	0	2	3	0	0
Questionnaires	.5	1	2.5	3	0	0	0	0	.5	1
Reports/records/cumulative records/minutes of meetings	137.5	5	0	0	105	3	0	0	17.5	4
School Act	0	0	0	0	0	0	0	0	0	0
Timetable	85	2	646.5	9	300	1	73.5	27	0	0
Scrolls	0	0	0	0	0	0	3	1	0	0
Teacher planbooks	0	0	0	0	0	0	0	0	0	0
Newsletters	0	0	0	0	0	0	1	1	36.5	6
Test papers	0	0	0	0	55	3	0	0	84	32
Registers	0	0	0	0	0	0	0	0	0	0
Posters/photographs/pictures	0	0	0	0	0	0	1	1	5	3
Total	523	47	830.5	85	632	56	253.5	78	482.5	137
Category of Mail on Week-ends										
Agendas	N.A.	N.A.	0	0	0	0	60	1	0	0
Memo	0	0	0	0	0	0	30	1	0	0
Timetable	0	0	90	1	0	0	30	1	0	0
Total	0	0	90	1	0	0	120	3	0	0

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1]Refers to Number of Sessions or Activities

Table 4.11
Summary* of Time Spent on Mail Initiated by Others
for Five Grades I-XII Principals

Mail Initiated by Other	1	2	3	4	5
Number of Sessions	59	50	31	69	167
Average Number per Day	11.8	10	6.2	13.8	33.4
Time on Mail Initiated by Other: minutes (hours)	217.5 (3.6)	76 (1.3)	96.5 (1.6)	227 (3.8)	315.5 (5.3)
Average Duration in Minutes	3.7	1.5	3	3.3	1.9
Proportion of Total Working Time	6.8%	2%	2.4%	5.4%	9.4%

*Based on a Total of 5 Weeks of Observation Time and Diaries

Type of communication in mail initiated by others. Table 4.12 presents the data for the time spent by each of the five principals on types of communication initiated by participants other than the principals.

Mail to self. Table 4.13 presents the data for the time spent by each of the five principals on mail to self.

A total of 249 mail items were categorized as mail to self; the number of mail to self items ranged from a high of 72 items for Principal 5 to a low of 28 items for Principal 1. A total of 1294 minutes was spent on mail to self; time on mail to self ranged from a high of 320.5 minutes for Principal 2 to a low of 206.5 minutes for Principal 5. The average duration of each mail item to self was 5.2 minutes; the average duration of each mail item ranged from a high of 8.5 minutes per item for Principal 1 to a low of 2.9 minutes per item for Principal 5. The proportion of time spent on mail to self for the five principals was 7 per cent; the proportion of time on mail to self ranged from a high of 8.6 per cent for Principal 2 to a low of 5.3 per cent for Principal 4.

Table 4.12
Types of Communication in Mail Initiated by Others for Five Grades I-XII Principals

Category of Mail	1 Time	No.[1]	2 Time	No.[1]	3 Time	No.[1]	4 Time	No.[1]	5 Time	No.[1]
Agendas/schedules/lists	1	1	16	2	15	1	16.5	9	5	4
Brochures/pamphlets	0	0	0	0	0	0	3	2	0	0
Catalogues/calendars	1	1	0	0	0	0	1	1	4	2
Textbooks	0	0	0	0	0	0	0	0	4	4
Newspapers	4	1	1	1	0	0	0	0	0	0
Forms/receipts/purchase orders	85	7	20	17	18	9	58.5	12	88.5	57
Guidebooks/handbooks	1	1	5	1	1	1	5	4	28	3
Cheques	0	0	3	2	.5	1	0	0	1	1
Invoices/bills/cash	1	1	1	1	0	0	0	0	9	9
Print-outs	0	0	0	0	0	0	0	0	0	0
Entry tickets	0	0	0	0	0	0	4	2	2	1
Letters	12.5	7	6.5	6	11	9	64	17	23.5	19
Memos/bulletins/ballots	30	12	10.5	10	.5	1	0	0	1	1
Notes	12	7	10	6	4.5	6	3	3	5.5	7
Contracts/agreements	1	1	1	1	0	0	0	0	1	1
Periodicals/magazines	0	0	.5	1	0	0	3	2	0	0
Questionnaires	36.5	4	1.5	2	40	1	21.5	1	30	2
Reports/records/cumulative records/minutes of meetings	18	10	0	0	5	1	13.5	4	6	5
School Act	1	1	0	0	0	0	0	0	0	0
Timetable	0	0	0	0	0	0	20.5	8	.5	1
Scrolls	0	0	0	0	0	0	0	0	0	0
Teacher planbooks	.5	1	0	0	0	0	0	0	5	4
Newsletters	13	4	0	0	0	0	1	1	19.5	8
Test papers	0	0	0	0	1	1	11.5	2	82	38
Registers	0	0	0	0	0	0	0	0	0	0
Posters/photographs/	0	0	0	0	0	0	1	1	0	0
Total	217.5	59	76	50	96.5	31	227	69	315.5	167

*Based on a Total of 5 Weeks of Observation Time and Diaries

[1] Refers to Number of Sessions or Activities.

Table 4.13
Summary* of Time Spent on Mail to Self
for Five Grades I-XII Principals

Mail to Self	1	2	3	4	5
Number of Sessions	28	58	40	51	72
Average Number per Day	5.6	11.6	8	10.2	14.4
Time on Mail to Self: minutes (hours)	237.5 (4)	320.5 (5.3)	309 (5.2)	220.5 (3.7)	206.5 (3.4)
Average Duration in Minutes	8.5	5.5	7.7	4.3	2.9
Proportion of Total Working Time	7.5%	8.6%	7.6%	5.3%	6.1%

*Based on a Total of 5 Weeks of Observation Time and Diaries

Type of communication in mail to self. Table 4.14 presents the data for the time spent by each of the five principals on types of communication in mail categorized as "mail to self."

Composite: time spent on mail. Table 4.15 presents the aggregate for the time spent by the five principals on mail initiated by self, mail initiated by other participants and mail to self.

A total of 1028 mail items were processed by the five principals for a total 4948 minutes. The total number of mail activities ranged from a high of 376 sessions of mail for Principal 5 to a low of 127 items of mail for Principal 3. Principal 2 spent the most time on mail activities, 1227 minutes and Principal 4 spent the least amount of time on mail, 701 minutes. The average duration was 4.8 minutes per mail item; the average duration of each mail item ranged from a high of 8.2 minutes per mail item for Principal 3 to a low of 2.7 minutes per mail item for Principal 5. The proportion of total working time spent on mail for the five principals was 26.7 per cent; the proportion of time on mail varied from a high of 32.7 per cent for Principal 2 to a low of 16.8 per cent for Principal 4.

Table 4.14
Types of Communication* in Mail to Self for Five Grades I-XII Principals

Category of Mail	1 Time	No.[1]	2 Time	No.[1]	3 Time	No.[1]	4 Time	No.[1]	5 Time	No.[1]
Agendas/schedules/lists	0	0	59	3	3	1	1	1	2	1
Catalogues/calendars	0	0	0	0	0	0	0	0	1.5	1
Textbooks	0	0	0	0	0	0	1.5	1	0	0
Forms/receipts/purchase orders	1	1	1.5	2	3	2	0	0	17.5	10
Guidebooks/handbooks	114	5	26.5	5	0	0	85	1	11	1
Cheques	0	0	0	0	0	0	0	0	1	1
Invoices/bills/cash	0	0	2	1	0	0	0	0	0	0
Letters	0	0	0	0	4	2	0	0	5	5
Memos/bulletins/ballots	32	4	.5	1	0	0	0	0	0	0
Notes	76.5	13	229	45	231	28	116.5	40	139.5	37
Contracts/agreements	0	0	0	0	0	0	0	0	1.5	2
Questionnaires	1	1	0	0	0	0	0	0	0	0
Reports/records/cumulative records/minutes of meetings	11	2	2	1	64	5	6	1	19.5	11
Timetable	2	2	0	0	2	1	10.5	7	.5	1
Newsletters	0	0	0	0	0	0	0	0	7	1
Test papers	0	0	0	0	2	1	0	0	0	0
Registers	0	0	0	0	0	0	0	0	.5	1
Total	237.5	28	320.5	58	309	40	220.5	51	206.5	72

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] Refers to Number of Sessions or Activities.

Table 4.15
Summary* of Time Spent on Mail
for Five Grades I-XII Principals

Mail Initiated by Self and Other and Mail to Self	1	2	3	4	5
Number of Sessions	134	193[1]	127[2]	198[3]	376
Average Number per Day	26.8	38.6	25.4	39.6	75.2
Time on Mail: minutes (hours)	978 (16.3)	1227 (20.5)	1037.5 (17.3)	701 (11.7)	1004.5 (16.7)
Average Duration in Minutes	7.3	6.4	8.2	3.5	2.7
Proportion of Total Working Time	30.7%	32.7%	25.6%	16.8%	29.9%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] An additional 90-minute mail item was logged on a week-end.
[2] An additional 45 minutes of mail were evident in two diary entries, however, because of incomplete information on type of mail, direction and purpose, the two entries were recorded in "No Medium."
[3] Three additional activities lasting 120 minutes were logged on a week-end.

<ins>Scheduled meetings</ins>. Scheduled meetings are meetings that are set on a regular basis either internally by a school or externally by agencies that can affect a principal's time. Scheduled meetings are generally said to be "set by the calendar." For the principals in this study, these scheduled meetings were represented by the following types of meetings: (1) regularly scheduled classroom teaching; (2) administrators' meeting held, generally, on a monthly basis; (3) staff professional development or in-service activities; (4) parent-teacher meeting in the evening; (5) staff meeting, generally monthly; (6) school board meeting, generally monthly; (7) scheduled interviews with prospective teachers, often with members from central office; (8) curriculum meetings with Alberta Education; (9) yearly baseball tournament on a week-end and scheduled evening tournament games during the school week; (10) meetings set by community agencies of which the principal may be a member, for example, Chamber of Commerce, Foresters' or Knights of Columbus; (11) concerts or performances; (12) regular meeting of an educational provincial executive of which the principal is a member, for example, GERCSA; (13) monthly "hot lunch" break where a hot

meal is provided by members of staff on a rotational basis; (14) formal visitations to another school; (15) yearly First Communion mass on a week-end; (16) medical/dental appointments categorized as personal; (17) the yearly principal's spring presentation of the High School credit system to Grade IX students; and (18) the pre-observation and post-observation conferences set by the observer.

Time spent in scheduled meetings. Table 4.16 presents the data for the time spent by each of the five principals in scheduled meetings.

A total of 44 scheduled meetings lasting 4104 minutes were attended by the five principals. The number of scheduled meetings ranged from a high of 14 meetings for Principal 4 to a low of 7 meetings for Principals 1, 2 and 3. Principal 3 spent the most time in scheduled meetings, a total of 1799 minutes and Principal 5 spent the least time in scheduled meetings, 335 minutes. The average duration of each scheduled meeting for the five principals was 93.3 minutes per meeting; the average duration of each meeting ranged from a high of 257 minutes for Principal 3 to a low of 37.2 minutes for Principal 5. The proportion of time spent in scheduled meetings by the five principals was 22.1 per cent; the proportion of time in scheduled meetings ranged from a high of 44.4 per cent for Principal 3 to a low of 9.3 per cent for Principal 2.

Scheduled meetings on week-ends would not apply for Principal 1 because observations occurred on Monday to Friday, therefore, a week-end did not span the days of observation. Of the four principals where week-end scheduled meetings could apply, only Principals 2 and 4 happened to have week-end meetings scheduled during their observation periods. Principal 2 spent three hours at a First Communion mass where he introduced the First Communicants. Principal 4 spent thirteen hours hosting an annual baseball tournament for the school district.

Number of participants in unadjusted scheduled meetings. Table 4.17 presents data on the size of the unadjusted scheduled meetings. Over one-fifth (22.7%) of the scheduled meetings occurred with one participant, 28.6 per cent of the scheduled meetings occurred with 2-4 participants, 12 per cent with 5-8 participants, 19.8 per cent with 10-15 participants, 14 per

Table 4.16
Summary* of Time Spent in Scheduled Meetings
for Five Grades I-XII Principals

Scheduled Meetings	1	2	3	4	5
Number of Meetings (Adjusted)	7	7[1]	7	14[2]	9
Average Number per Day	1.4	1.4	1.4	2.8	1.8
Actual Number of Activities	(14)	(9)	(44)	(20)	(14)
Time in Meetings: minutes (hours)	672 (11.2)	349.5 (5.8)	1799 (30)	948.5 (15.8)	335 (5.6)
Average Duration in Minutes	96	50	257	67.8	37.2
Proportion of Total Working Time	21.1%	9.3%	44.4%	22.7%	10%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] An additional 180-minute scheduled meeting was logged on a week-end.
[2] An additional 780-minute scheduled meeting was logged on a week-end.

cent with 16-35 participants and 3 per cent with about 425 participants.

Unscheduled meetings. Unscheduled meetings are unlike scheduled meetings in that the observer can determine who sets an unscheduled meeting because pre-meeting activities are visible. Many unscheduled meetings set by the principal were prefaced by an exchange initiated by a teacher regarding the misbehaviour of a student. The principal asked the teacher to send the student to the office at a convenient time for the principal several hours later. The unscheduled meeting occurred hours after the exchange and the meeting was recorded as an unscheduled meeting set by the principal. Or, the principal could page a student on the public address system and an unscheduled meeting set by the principal could occur minutes afterward.

For the five Grades I-XII principals in this study, these unscheduled meetings set by self were represented by the following types of meetings: (1) meetings with students for the purpose of disciplining, advising/consulting, or watching students perform for a concert, or baseball practice or supervise ballot counting for students' union positions or supervise the putting away of chairs after a band recital; (2) meetings with teachers, aides/secretaries, in-school administrators, book salesman, external psychologist, government agencies, peers and

Table 4.17
Summary* of Number of Participants in Unadjusted Scheduled Meetings for Five Grades I-XII Principals

Number of Participants	1	2	3	4	5	Total	Percentage
1 participant	7	2	4	7	3	23	22.7
2 participants	0	0	7	0	2	9	8.9
3 participants	0	0	4	0	3	7	6.9
4 participants	0	0	13	0	0	13	12.8
5 participants	0	1	3	0	0	4	4
6 participants	1	0	1	0	0	2	2
7 participants	1	0	0	0	0	1	1
8 participants	0	0	4	0	1	5	5
10 participants	1	0	0	0	4	5	5
11-15 participants	3	1	8	3	0	15	14.8
16-20 participants	0	1	0	2	0	3	3
21-25 participants	1	3	0	4	1	9	9
31-35 participants	0	1	0	1	0	2	2
425+ participants	0	0	0	3	0	3	3
Total Number of Activities With Participants:	14	9	44	20	14	101	100.1

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends[1])

[1] The two week-end activities involved 450+ participants for one activity and 2000+ participants for the other activity.

parents; (3) substitute teaching in classrooms, either for a short period awaiting the arrival of the substitute teacher or for an extended period of time; (4) observing teachers in their classrooms and the post-observation conferences; (5) work sessions, for example, auditing ECS books, unpacking computers and setting them up, folding and inserting newsletters into envelopes, setting up a voting booth for a by-election, or measuring part of the schoolyard for cement blocks; and (6) attending an in-school birthday party for a central office member housed within the school.

Time spent in unscheduled meetings set by self. Table 4.18 presents the data for the time spent by each of the five principals in unscheduled meetings initiated by the principals.

Table 4.18
Summary* of Time Spent in Unscheduled Meetings
Set by Self for Five Grades I-XII Principals

Unscheduled Meetings Set by Self	1	2	3	4	5
Number of Meetings (Adjusted)	16	39	26	14	28
Average Number per Day	4[1]	7.8	17.3[2]	2.8	5.6
Actual Number of Activities	(17)	(48)	(33)	(18)	(38)
Time in Meetings: minutes (hours)	367 (6.1)	439.5 (7.3)	398 (6.6)	285.5 (4.8)	447.5 (7.5)
Average Duration in Minutes	22.9	11.3	15.3	20.4	16
Proportion of Total Working Time	11.5%	11.7%	9.8%	6.9%	13.3%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] Based on four days of actual in-school observation.
[2] Based on 1.5 days of actual in-school observation.

A total of 123 unscheduled meetings set by the principals lasted a total of 1937.5 minutes. The number of unscheduled meetings set by self ranged from a high of 39 meetings for Principal 2 to a low of 14 meetings for Principal 4. Principal 5 spent the most time in unscheduled meetings set by self, a total of 447.5 minutes and Principal 4 spent the least time in unscheduled meetings set by self, a total of 285.5 minutes. The average duration of each unscheduled meeting set by self for the five principals was 15.8 minutes per meeting; the average duration of each meeting ranged from a high of 22.9 minutes for Principal 1 to a low of 11.3 minutes for Principal 2. The proportion of time spent in unscheduled meetings set by self for the five principals was 10.5 per cent; the proportion of time in unscheduled meetings set by self ranged from a high of 13.3 per cent for Principal 5 to a low of 6.9 per cent for Principal 4.

Number of participants in unadjusted unscheduled meetings set by self. Table 4.19 presents data on the size of unadjusted unscheduled meetings set by self.
Nearly three-fifths (59.1%) of the unscheduled meetings set by self occurred with one

Table 4.19
Summary* of Number of Participants in Unadjusted
Unscheduled Meetings Set by Self
for Five Grades I-XII Principals

Number of Participants	1	2	3	4	5	Total	Percentage
1 participant	10	21	29	10	21	91	59.1
2 participants	2	14	0	1	9	26	16.9
3 participants	0	5	0	0	4	9	5.8
4 participants	0	3	1	0	1	5	3.2
5 participants	1	0	0	0	0	1	.7
6 participants	1	3	2	2	0	8	5.2
7 participants	0	0	0	2	0	2	1.3
9 participants	0	1	0	0	0	1	.7
Over 9 participants	3	1	1	3	3	11	7.1
Total Number of Activities with Participants:	17	48	33	18	38	154	100.0

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

participant, 26.6 per cent with 2-5 participants, 7.2 per cent with 6-9 participants and 7.1 per cent with over 9 participants.

Unscheduled meetings set by others. The data on the amount of time spent by each principal on unscheduled meetings set by others are presented in Table 4.20. Unscheduled meetings set by others indicate that the principal does not set the meeting. The meeting is usually precipitated by some emergency. In any event, the principal does not delay the meeting. Unscheduled meetings set by others are represented by the following types of meetings in this study: (1) student delegation; (2) teacher delegation; and (3) some urgent meetings precipitated by a superintendent of schools or other central office personnel.

A category of unscheduled meetings set by others involved personnel within the school or within the school jurisdiction. Principal 5 received a 3-minute delegation of nine students in the office who were protesting the scheduling of Biology and English being tested on the same day. One of Principal 2's teacher delegations involved a 32.5 minute meeting in the office where three teachers pressed for a second viewing of their musical production during school time. Principal 2 also received the secretary-treasurer in the office for a 3-minute

Table 4.20
Summary* of Time Spent in Unscheduled Meetings
Set by Others for Five Grades I-XII Principals

Unscheduled Meetings Set by Other	1	2	3	4	5
Number of Meetings	0	3	0	1	1
Average Number per Day	0	.6	0	.2	.2
Time in Meetings: minutes (hours)	0 (0)	50.5 (.8)	0 (0)	60 (1)	3 (.05)
Average Duration in Minutes	0	16.8	0	60	3
Proportion of Total Working Time	-	1.3%	-	1.4%	.1%

*Based on a Total of 5 Weeks of Observation Time and Diaries

meeting regarding an irregularity in a teacher's submission for payment for a conference. Principal 4 was called to the office of the superintendent of schools for a 60-minute meeting regarding the transfer of a teacher; the 60-minute time-frame included the principal's travel time for the short distance to and from the county office.

A second type of unscheduled meeting set by others involved personnel within the school and one extra-organizational person. Principal 2 received in the office, three teachers and a priest for a 15-minute meeting to set an agenda for the First Communion mass. The urgency of the meeting was predicated by the presence of the priest in the school and the three teachers were available in the recess break.

Time spent in unscheduled meetings set by others. Table 4.20 presents the data for the time spent by each of the five principals in unscheduled meetings initiated by another participant.

A total of 5 unscheduled meetings set by others lasted a total of 113.5 minutes. The number of unscheduled meetings set by other ranged from a high of 3 meetings for Principal 2 to a low of 1 meeting for Principals 4 and 5. Principal 4 spent the most time in unscheduled meetings set by others, a total of 60 minutes and Principal 5 spent the least time, 3 minutes.

The average duration of each unscheduled meeting set by others for the five principals was 22.7 minutes per meeting; the average duration of each meeting ranged from a high of 60 minutes for Principal 4 to a low of 3 minutes for Principal 5. The proportion of time spent in unscheduled meetings set by others for the five principals was .6 per cent; the proportion of time in unscheduled meetings ranged from a high of 1.4 per cent for Principal 4 to a low of .1 per cent for Principal 5.

Number of participants in unscheduled meetings set by others. Table 4.21 presents data on the size of unscheduled meetings set by others. Forty per cent of the unscheduled meetings set by others occurred with one participant and unscheduled meetings set by other with 3, 4 and 9 participants each required 20 per cent of the time.

Composite: time spent in unscheduled meetings. Table 4.22 presents the data for the time spent by each of the five principals in unscheduled meetings.

A total of 128 unscheduled meetings were attended by the five principals for a total of 2051 minutes. Principal 2 had the highest number of unscheduled meetings, 42 and Principal 4 had the lowest number of unscheduled meetings, 15. Principal 2 spent the most time in unscheduled meetings, a total of 490 minutes and Principal 4 spent the least time, 345.5 minutes, in unscheduled meetings. The average duration of each unscheduled meeting was 16 minutes; the average duration of each unscheduled meeting varied from a high of 23 minutes per unscheduled meeting for Principal 4 to a low of 11.7 minutes per meeting for Principal 2. The proportion of time spent in unscheduled meetings by the five principals was 11.1 per cent; the proportion of time in unscheduled meetings ranged from a high of 13.4 per cent for Principal 5 to a low of 8.3 per cent for Principal 4.

Exchange meetings. These meetings were unscheduled and appeared to be chance encounters. In any case, they were not formally set like scheduled meetings and pre-arranged like unscheduled meetings.

Exchanges varied in length. The shortest exchanges recorded were .5-minute in length because of the limitation on chronology. The longest exchange set by self were two staff room

Table 4.21
Summary* of Number of Participants in Unscheduled Meetings Set by Others for Five Grades I-XII Principals

Number of Participants	1	2	3	4	5	Total	Percentage
1 participant	0	1	0	1	0	2	40
3 participants	0	1	0	0	0	1	20
4 participants	0	1	0	0	0	1	20
9 participants	0	0	0	0	1	1	20
Total Number of Activities With Participants:	0	3	0	1	1	5	100.0

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

Table 4.22
Summary* of Time Spent in Unscheduled Meetings Initiated by Self and Others for Five Grades I-XII Principals

Unscheduled Meetings Set by Self and Others	1	2	3	4	5
Number of Meetings (Adjusted)	16	42	26	15	29
Average Number per Day	4[1]	8.4	17.3[2]	3	5.8
Actual Number of Activities	(17)	(51)	(33)	(19)	(39)
Time in Meetings: minutes (hours)	367 (6.1)	490 (8.2)	398 (6.6)	345.5 (5.8)	450.5 (7.5)
Average Duration in Minutes	22.9	11.7	15.3	23	15.5
Proportion of Total Working Time	11.5%	13%	9.8%	8.3%	13.4%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] Based on four days of actual in-school observation.
[2] Based on 1.5 days of actual in-school observation.

breaks of 34 minutes each by Principals 2 and 4. The 34-minute break taken by Principal 2 was a morning recess break with the secretary-treasurer present among other participants and the 34-minute break taken by Principal 4 was a noon hour break.

1. Time spent in exchange meetings set by self with participants excluding the observer. Table 4.23 presents the data for the time spent by each of the five principals in exchange

Table 4.23
Summary* of Time Spent in Exchange Meetings Set by Self with Participants Excluding the Observer for Five Grades I-XII Principals

Exchange Meetings Initiated by Self with Participants Excluding the Observer	1	2	3	4	5
Number of Meetings	121	311	63	372	262
Average Number per Day	30.3[1]	62.2	31.5[2]	74.4	52.4
Time in Meetings: minutes (hours)	199.5 (3.3)	446.5 (7.4)	116.5 (1.9)	517 (8.6)	381.5 (6.4)
Average Duration in Minutes	1.6	1.4	1.8	1.4	1.5

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] Based on four days of actual in-school observation.
[2] Based on 2 days of actual observation in school and in central office.

meetings initiated by the principals with participants excluding the observer.

A total of 1129 exchange meetings initiated by the principals with participants excluding the observer lasted a total of 1661 minutes. The number of exchanges set by self ranged from a high of 372 exchanges for Principal 4 to a low of 63 exchanges for Principal 3. Principal 4 spent the most time in exchanges set by self, a total of 517 minutes and Principal 3 spent the least time in exchanges set by self, 116.5 minutes. The average duration of each exchange set by self for the five principals was 1.5 minutes per exchange; the average duration of each exchange set by self varied from a high of 1.8 minutes per exchange for Principal 3 to a low of 1.4 minutes per exchange for Principals 2 and 4.

2. Time spent in exchange meetings set by self with the observer. Table 4.24 presents the data for the time spent by each of the five principals in exchange meetings initiated by the principals with the observer.

A total of 133 exchange meetings with the observer initiated by the principals lasted a total of 531 minutes. The number of exchanges initiated by the principals ranged from a high of 35 exchanges for Principals 2 and 5 to a low of 5 exchanges for Principal 3. Principal 2 spent the most time initiating exchanges with the observer, a total of 177.5 minutes and Principal 3

Table 4.24
Summary* of Time Spent in Exchange Meetings Set by Self with the Observer for Five Grades I-XII Principals

Exchange Meetings Initiated by Self with the Observer	1	2	3	4	5
Number of Meetings	25	35	5	33	35
Average Number per Day	6.3[1]	7	2.5[2]	6.6	7
Time in Meetings: minutes (hours)	116 (1.9)	177.5 (3)	24 (.4)	92.5 (1.5)	121 (2)
Average Duration in Minutes	4.6	5	4.8	2.8	3.5

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1]Based on four days of actual in-school observation.
[2]Based on 2 days of observation in school and in central office.

spent the least time initiating exchanges with the observer, 24 minutes. The average duration of each exchange initiated by the principals was 4 minutes; the average duration of each initiated exchange with the observer varied from a high of 4.8 minutes per exchange for Principal 3 to a low of 2.8 minutes per exchange for Principal 4.

3. Time spent in exchange meetings set by self (breaks) in the staff room or board room. Table 4.25 presents the data for the time spent by each of the five principals in exchange meetings initiated by the principals in the staff room or the board room.

A total of 46 breaks set by self occurred in the staff room and board room for a total of 839 minutes. The number of breaks ranged from a high of 16 breaks for Principal 4 to a low of no breaks for Principal 3. Principal 4 spent the most time in breaks in the staff room, a total of 266 minutes and Principal 3 spent no time in breaks in the staff room. The average duration of each break for the five principals was 18.2 minutes per break; the average duration of each break varied from a high of 20.8 minutes per break for Principal 2 to a low of no breaks for Principal 3.

Categories of exchanges set by self (breaks) in the staff room or board room. Table 4.26 presents the data for the time spent by each of the five principals in the various categories of exchanges set by self, or breaks, in the staff room or board room.

Table 4.25
Summary* of Time Spent in Exchange Meetings
Set by Self in Staff Room or Board Room
for Five Grades I-XII Principals

Exchange Meetings Initiated by Self in Staff Room or Board Room	1	2	3	4	5
Number of Meetings (Adjusted)	10	12	0	16	8
Average Number per Day	2.5[1]	2.4	0	3.2	1.6
Actual Number of Activities	(10)	(14)	(0)	(17)	(13)
Time in Meetings:					
(1) engaged time (minutes)	61.5	103.5	-	104.5	51
(2) unengaged time (minutes)	130.5	145.5	-	161.5	81
(3) total time					
(minutes)	192	249	0	266	132
(hours)	(3.2)	(4.2)	(0)	(4.4)	(2.2)
Average Duration in Minutes	19.2	20.8	0	16.6	16.5

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] Based on four days of actual in-school observation.

Table 4.26
Summary* of Categories and Time Spent in
Exchanges in the Staff Room or Board Room
for Five Grades I-XII Principals

Category of Exchanges Set by Self (minutes)	1	2	3	4	5
Staff Room Stops:					
a) pre 0900 break	13	13	0	16	0
b) recess break/coffee break	70	142	0	128	132
c) noon/lunch break	92	85	0	100	0
d) after school break	17	9	0	22	0
Total: (minutes)	192	249	0	266	132

*Based on a Total of 5 Weeks of Observation Time and Diaries

Principal 1 took 10 breaks in the staff room consisting of one pre-0900 stop, five recess breaks, three noon breaks and one after school break during the four days of in-school observation. During these 10 breaks lasting 192 minutes, Principal 1 was engaged for 61.5 minutes leaving 130.5 minutes of unengaged time. Principal 2 took 12 breaks in the staff room consisting of one pre-0900 stop, six recess breaks, four noon breaks and one after school break. During these 12 breaks lasting 249 minutes, Principal 2 was engaged for 103.5 minutes leaving 145.5 minutes of unengaged time. Principal 4 took 16 breaks in the staff room consisting of two pre-0900 breaks, eight recess breaks, five noon breaks and one after school break. During these 16 breaks lasting 266 minutes, Principal 4 was engaged 104.5 minutes leaving 161.5 minutes of unengaged time. Principal 5 took seven breaks in the staff room consisting of seven recess breaks or coffee breaks, often alone with the observer. During the seven breaks in the staff room lasting 132 minutes, Principal 5 was engaged 51 minutes leaving 81 minutes of unengaged time.

Engaged time refers to time that was recorded where the principal was engaged in exchanges initiated by self or other, in telephone calls initiated by self or other, or working on mail. The unengaged time was spent listening to any number of conversations going on in the staff room, in washroom breaks and there is the possibility that the observer missed some engaged time because teachers would engage the observer in discussions in the staff room.

Composite: time spent in all types of exchange meetings set by self. Table 4.27 presents the data for the time spent by each of the five principals in the three types of exchange meetings initiated by principals: (1) exchanges with all participants excluding the observer; (2) exchanges with the observer; and (3) extended stops, or breaks, in the staff room or board room, recording only the unengaged time because the engaged time is recorded elsewhere, largely in Tables 4.23 and 4.29.

A total of 1308 exchange meetings initiated by the principals lasted a total of 2710.5 minutes. The number of exchanges set by self ranged from a high of 421 exchanges for Principal 4 to a low of 68 exchanges for Principal 3. Principal 4 spent the most time in exchanges set by self, a total of 771 minutes, followed closely by Principal 2 with 769.5 minutes; Principal 3 spent the least time in exchanges set by self, 140.5 minutes. The average duration of each exchange set by self for the five principals was 2.1 minutes per exchange; the average duration of each exchange set by self varied from a high of 2.9 minutes per exchange

Table 4.27
Summary* of Time Spent in All Types of Exchange Meetings
Set by Self for Five Grades I-XII Principals

Exchange Meetings Initiated by Self	1	2	3	4	5
Number of Meetings (Adjusted)	156	358	68	421	305
Average Number per Day	39[1]	71.6	34[2]	84.2	61
Actual Number of Activities	(156)	(360)	(68)	(422)	(310)
Time in Meetings: minutes (hours)	446 (7.4)	769.5 (12.8)	140.5 (2.3)	771 (12.9)	583.5 (9.7)
Average Duration in Minutes	2.9	2.1	2	1.8	1.9
Proportion of Total Working Time	14%	20.5%	3.3%	18.5%	17.4%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] Based on four days of actual in-school observation.
[2] Based on 2 days of actual observation in school and in central office.

for Principal 1 to a low of 1.8 minutes per exchange for Principal 4. The proportion of time spent in exchanges set by self for the five principals was 14.6 per cent of the total working time; the proportion of time in exchange meetings set by self ranged from a high of 20.5 per cent for Principal 2 to a low of 3.3 per cent for Principal 3.

Number of participants in unadjusted exchange meetings set by self. Table 4.28 presents data on the size of unadjusted exchange meetings set by self.
Nearly three-quarters (73.4%) of the exchange meetings set by self occurred with one participant, 19.1 per cent with 2-5 participants, 3.5 per cent with 6-9 participants and 4 per cent with over 9 participants.

Exchange meetings initiated by others. Exchange meetings set by others also appeared to be meetings that were chance encounters. They were not formal to the extent that the exchanges were set by the calendar like scheduled meetings or set ahead of time like unscheduled meetings.

Table 4.28
Summary* of Number of Participants in
Unadjusted Exchange Meetings Set by Self
for Five Grades I-XII Principals

Number of Participants	1	2	3	4	5	Total	Percentage
1 participant	122	276	52	281	235	966	73.4
2 participants	13	46	9	52	37	157	11.9
3 participants	1	9	1	28	12	51	3.9
4 participants	3	8	1	9	7	28	2.1
5 participants	2	4	0	8	2	16	1.2
6 participants	1	2	2	12	3	20	1.5
7 participants	2	4	1	4	1	12	1.0
8 participants	2	2	0	6	0	10	.8
9 participants	0	0	0	3	0	3	.2
Over 9 participants	10	9	2	19	13	53	4
Total Number of Activities With Participants:	156	360	68	422	310	1316	100.0

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

As noted in Table 4.29, exchange meetings initiated by others were brief. The average duration of these exchanges for all principals was just over one minute.

Exchange meetings initiated by the observer were not reported in separate tables because there were few exchanges initiated by the observer and they did not appreciably affect the data. The observer initiated a 2-minute exchange with Principal 1, a 7-minute exchange with Principal 3 and a 2-minute exchange with Principal 4. The average duration of each exchange would remain unaffected for Principals 1 and 4 if the exchanges initiated by the observer were suppressed, however, Principal 3's average duration of each exchange initiated by other would drop from 1.4 minutes per exchange to 1.27 minutes per exchange.

Time spent in exchange meetings initiated by others. Table 4.29 presents the data for the time spent by each of the five principals in exchange meetings initiated by someone other than the principal.

A total of 1005 exchange meetings with the principals initiated by another participant lasted a total of 1260 minutes. The number of exchanges set by other ranged from a high of 364

Table 4.29
Summary* of Time Spent in Exchange Meetings
Initiated by Others for Five Grades I-XII Principals

Exchange Meetings Initiated by Others	1	2	3	4	5
Number of Meetings	105	316[1]	42	178	364
Average Number per Day	26.3[2]	63.2	21[3]	35.6	72.8
Time in Meetings: minutes (hours)	145 (2.4)	378.5 (6.3)	59 (1)	240 (4)	437.5 (7.3)
Average Duration in Minutes	1.4	1.2	1.4[4]	1.3	1.2
Proportion of Total Working Time	4.5%	10.1%	1.5%	5.7%	13%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] An additional 5-minute exchange was logged on a week-end.
[2] Based on four days on actual in-school observation.
[3] Based on 2 days of actual observation in school and in central office.
[4] If a 7-minute exchange initiated by the observer is excluded, the average duration would be 1.3 minutes.

exchanges for Principal 5 to a low of 42 exchanges for Principal 3. Principal 5 spent the most time in exchange meetings set by other, a total of 437.5 minutes and Principal 3 spent the least time in exchanges set by other, 59 minutes. The average duration of each exchange set by other for the five principals was 1.3 minutes per exchange; the average duration of each exchange set by another participant varied from a high of 1.4 minutes per exchange for Principals 1 and 3 to a low of 1.2 minutes per exchange for Principals 2 and 5. The proportion of time spent in exchanges set by other for the five principals was 6.8 per cent of the total working time; the proportion of time in exchange meetings set by another participant ranged from a high of 13 per cent for Principal 5 to a low of 1.5 per cent for Principal 3.

A 5-minute exchange set by a teacher on a week-end was reported in Principal 2's diary.

Number of participants in exchange meetings set by others. Table 4.30 presents data on the size of exchange meetings set by other. Over nine-tenths (92.9%) of the exchange meetings set by other occurred with one participant, 7 per cent with 2-5 participants and .1 per cent with

8 participants.

Composite: time spent in exchange meetings. Table 4.31 presents the data for the time spent by each of the five principals in exchange meetings.

A total of 2313 exchange meetings occurred for a total of 3970.5 minutes. The total number of exchange meetings initiated by self or by another participant ranged from a high of 674 exchanges for Principal 2 to a low of 110 exchanges for Principal 3. Principal 2 spent the most time on exchange meetings, 1148 minutes and Principal 3 spent the least time on exchanges, 199.5 minutes. The average duration of each exchange meeting was 1.7 minutes per exchange; the average duration of each exchange meetings ranged from a high of 2.3 minutes per exchange meeting for Principal 1 to a low of 1.5 minutes per exchange meeting for Principal 5. The proportion of time spent in exchange meetings by the five principals was 21.4 per cent; the proportion of time in exchange meetings ranged from a high of 30.6 per cent for Principal 2 to a low of 4.8 per cent for Principal 3.

Tours. The five principals spent time on tours, generally in various parts of the school or yard in order to observe some aspects of the system's operation. Tours can be classified as follows: (1) tours to or from meetings or back to desk work; (2) tours to locate or give messages or mail to students, teachers, aides, janitors or extra-organizational participants; (3) tours to photocopy materials; (4) tours to get or send mail through a central distributing centre like mailboxes in the administrative area or in a teacher work room; (5) tours to get matches, pen, paper, rubber bands, texts, developer for the photocopying machine; (6) tours to check on maintenance problems; (7) tours to check on audio-visual equipment; (8) washroom breaks; (9) tours to lock or unlock doors; (10) tours of the school prior to 0900; (11) tours with others, for example, parents, the observer, teachers, students or extra-organizational participants; (12) tours to the school board office in the school; (13) tours to look for lost student items, for example, shoes, jacket, boots or ball; (14) formal tour in another school; (15) tours to find materials to make a voting booth and setting up the voting booth in the school board office; (16) tours of the school after school hours before going home; (17) tour

Table 4.30
Summary* of Number of Participants in
Exchange Meetings Set by Others
for Five Grades I-XII Principals

Number of Participants	1	2	3	4	5	Total	Percentage
1 participant	100	291	41	161	341	934	92.9
2 participants	4	18	1	12	21	56	5.6
3 participants	0	3	0	3	2	8	.8
4 participants	1	3	0	1	0	5	.5
5 participants	0	1	0	0	0	1	.1
8 participants	0	0	0	1	0	1	.1
Total Number of Activities With Participants:	105	316	42	178	364	1005	100.0

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

Table 4.31
Summary* of Time Spent in Exchange Meetings
Initiated by Self and by Others
for Five Grades I-XII Principals

Exchange Meetings Initiated by Self and by Others	1	2	3	4	5
Number of Meetings (Adjusted)	261	674[1]	110	599	669
Average Number per Day	65.3[2]	134.8	55[3]	119.8	133.8
Actual Number of Activities	(261)	(676)	(110)	(600)	(674)
Time in Meetings: minutes (hours)	591 (9.9)	1148 (19.1)	199.5 (3.3)	1011 (16.9)	1021 (17)
Average Duration in Minutes	2.3	1.7	1.8	1.7	1.5
Proportion of Total Working Time	18.5%	30.6%	4.8%	24.2%	30.4%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] An additional 5-minute exchange was logged on a week-end.
[2] Based on 4 days of actual in-school observation.
[3] Based on 2 days of actual observation in school and in central office.

to locate a loose dog on the school playground; (18) tour to locate lost Achievement Tests; and (19) tour to make coffee for Secretaries' Week.

Time spent on tours. Table 4.32 presents the data for the time spent by each of the five principals on tours.

A total of 185 tours lasted a total of 810.5 minutes. The number of tours ranged from a high of 81 tours for Principal 4 to a low of 12 tours for Principal 1. Principal 4 spent the most time on tours, 393.5 minutes and Principal 3 spent the least time on tours, 26 minutes. The average duration of each tour for the five principals was 4.4 minutes per tour; the average duration of each tour varied from a high of 7.1 minutes per tour for Principal 1 to a low of 2 minutes per tour for Principal 3. The proportion of time spent on tours for the five principals was 4.4 per cent; the proportion of time on tours ranged from a high of 9.4 per cent for Principal 4 to a low of .7 per cent for Principal 3.

Monitoring tours. All five principals spent time monitoring the school and yard. Monitoring is reserved for tours of areas of high pupil density, generally during recesses, class breaks, noon breaks, bus loading or unloading or special school functions that involve the whole school population, for example, band concerts and the Pitch-In Project. An early morning tour to check on staff and facilities could turn into a monitoring tour as soon as the doors were opened to admit students, or, other tours during the day could become monitoring tours when recess, period breaks or noon breaks occurred.

Time spent on monitoring tours. Table 4.33 presents the data for the time spent by each of the five principals on monitoring tours.

A total of 69 monitoring tours lasted a total of 570.5 minutes. The number of monitoring tours ranged from a high of 27 tours for Principal 4 to a low of 2 for Principal 3. Principal 4 spent the greatest amount of time on monitoring, 239.5 minutes and Principal 3 was observed in two monitoring activities lasting 7 minutes. The average duration of each monitoring tour for the five principals was 8.3 minutes per tour; the average duration of each monitoring tour varied from a high of 9.8 minutes per tour for Principal 2 to a low of 3.5 minutes per tour for Principal 3. The proportion of time spent on monitoring tours for the five principals was 3.1 per cent; the proportion of time on monitoring tours ranged from a high of

Table 4.32
Summary* of Time Spent on Tours
for Five Grades I-XII Principals

Tours	1	2	3	4	5
Number of Tours (Adjusted)	12	26	13	81	53
Average Number per Day	2.4	5.2	8.7[1]	16.2	10.6
Actual Number of Activities	(14)	(103)	(15)	(301)	(115)
Time on Tours: minutes (hours)	85.5 (1.4)	114 (1.9)	26 (.4)	393.5 (6.6)	191.5 (3.2)
Average Duration in Minutes	7.1	4.4	2	4.9	3.6
Proportion of Total Working Time	2.7%	3%	.7%	9.4%	5.7%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] Based on 1.5 days of actual in-school observation.

Table 4.33
Summary* of Time Spent on Monitoring Tours
for Five Grades I-XII Principals

Monitoring Tours	1	2	3	4	5
Number of Monitoring Tours (Adjusted)	8	17	2	27	15
Average Number per Day	2[1]	3.4	1.3[2]	5.4	3
Actual Number of Activities	(23)	(129)	(2)	(148)	(53)
Time on Monitoring: minutes (hours)	50 (.8)	167 (2.8)	7 (.1)	239.5 (4)	107 (1.8)
Average Duration in Minutes	6.3	9.8	3.5	8.9	7.1
Proportion of Total Working Time	1.6%	4.5%	.2%	5.7%	3.1%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] Based on four days of actual in-school observation.
[2] Based on 1.5 days of actual in-school observation.

5.7 per cent for Principal 4 to a low of .2 per cent for Principal 3.

Announcements on the public address system. All five principals spent time on the public address system. Most of the announcements were directed to staff or students; only four calls were directed from teachers or a secretary to the principal. The calls made by the principals on the public address system were generally of five types: (1) announcements that were directed by the principal to the whole school population; these were generally announcements made at the start of the school day, however, emergent announcements during the day were made; (2) announcements that were directed by the principal to just a part of the school, that is, the elementary, junior or senior high classes; (3) calls made by the principal to classrooms asking a student(s) to come to the office or relaying a message to a student(s); these calls were generally directed to the teacher in the classroom; (4) calls where the principal directed messages to the teacher; and (5) calls made by the principal to an aide or a secretary. Only one principal used the public address system to listen in on classes for short periods of time.

There were no adjustments required in announcements on the public address system; the number of activities recorded remain the unadjusted number of announcements.

There were no interruptions recorded while the principals made announcements on the public address system.

Time spent on the public address system. Table 4.34 presents the data for the time spent by each of the five principals on the public address system.

A total of 85 announcements on the public address system lasted a total of 80.5 minutes. The number of announcements on the public address system ranged from a high of 30 calls for Principal 4 to a low of 3 calls for Principal 3. Principal 4 spent the greatest amount of time on calls, 27 minutes and Principal 3 spent the least time, 5.5 minutes on the public address system. The average duration of each call for the five principals was .9 minutes per call; the average duration of each call varied from a high of 1.8 minute per call for Principal 3 to a low of .8 minute per call for Principal 5. The proportion of time spent on calls on the public address system was .4 per cent; the proportion of time on calls ranged from a high of .7 per

Table 4.34
Summary[*] of Time Spent on the Public Address System
for Five Grades I-XII Principals

Announcements on the Public Address System	1	2	3	4	5
Number of Announcements	19	15	3	30	18
Average Number per Day	4.8[1]	3	2[2]	6	3.6
Time on the Public Address System: minutes (hours)	19 (.3)	15 (.3)	5.5 (.09)	27 (.5)	14 (.2)
Average Duration in Minutes	1	1	1.8	.9	.8
Proportion of Total Working Time	.6%	.4%	.1%	.7%	.4%

[*] Based on a Total of 5 Weeks of Observation Time and Diaries
[1] Based on four days of actual in-school observation.
[2] Based on 1.5 days of actual in-school observation.

cent for principal 4 to a low of .1 per cent for Principal 3.

Travel outside of school. No principal observed, except for one in the pilot study, was principal of a school located in two or more sites. Therefore, travel outside the principal's school was not expected to be extensive.

Travel outside the school did not include daily travel to and from the principal's home. Only travel incurred by duties of the principal during the principal's work day was included. All five principals spent some time travelling outside the school during the work day and/or evenings. Travel outside the school can be classified as follows: (1) trips to accommodate scheduled meetings with Alberta Education or other external agencies; (2) trips to accommodate scheduled meetings with the superintendent of schools; (3) trips to accommodate scheduled meetings with other central office personnel; (4) trips to accommodate school needs, for example, banking/auditing, Pitch-In Project, Work Experience students in the community, student appeals, apartment search for a prospective teacher, out of town baseball games and trips to the hardware store to buy a receptacle and a plug; and (5) personal travel to accommodate medical appointments or travel home for lunch.

Time spent on travel outside the school. Table 4.35 presents the data for the time spent by each of the five principals on travel outside the school.

A total of 29 trips outside the school lasted a total of 1245 minutes. Time on travel ranged from a high of 11 trips for Principal 3 to a low of 2 trips for Principals 2 and 5. Principal 3 spent the most time on travel, 484 minutes, and Principal 5 spent the least time on travel outside the school, 23 minutes. The average duration of each trip for the five principals was 42.9 minutes per trip; the average duration of each trip ranged from a high of 85 minutes per trip for Principal 1 to a low of 11.5 minutes per trip for Principal 5. The proportion of time spent on travel outside the school by the five principals was 6.7 per cent; the proportion of time on trips ranged from a high of 11.9 per cent for Principal 3 to a low of .7 per cent for Principal 5.

The category of "no medium". A tenth category of medium was noted during the observation period. This category did not fit the nine pre-determined categories and was characterized by the following types of behaviours: (1) checking or repairing equipment, for example, checking test tapes, checking plug-ins, resetting clocks, watching others operate equipment; (2) waiting for participants to arrive for meetings; (3) lunching alone with the observer; all principals except Principals 3 and 5 lunched in the staff room and their lunch breaks were recorded in Exchanges initiated by self except for a scheduled Hot Lunch break for Principal 1; and (4) incomplete information provided in Principal 3's diary where the diary indicated 35-minutes of "mail answer/sort" and 10 minutes of "general sorting of mail, brief case, *etc.*;" forty-five minutes of "mail" activities were evident but the type of mail, direction of participants and the purpose were lacking.

Time spent on the category "no medium". Table 4.36 presents the data for the time spent by each of the five principals in the category of "no medium."

A total of 14 activities lasted a total of 139.5 minutes. Time spent on the category of "no medium" ranged from a high of 7 activities for Principal 5 to a low of 1 activity for Principal 1. Principal 5 spent the greatest amount of time in the "no medium" category, 69

Table 4.35
Summary* of Time Spent on Travel Outside the School
for Five Grades I-XII Principals

Travel Outside the School	1	2	3	4	5
Number of Trips (Adjusted)	4	2	11	10	2
Average Number per Day	.8	.4	2.2	2	.4
Actual Number of Activities	(4)	(2)	(13)	(10)	(2)
Time on Travel: minutes (hours)	340 (5.7)	58 (1)	484 (8.1)	340 (5.7)	23 (.4)
Average Duration in Minutes	85	29	44	34	11.5
Proportion of Total Working Time	10.6%	1.5%	11.9%	8.2%	.7%

*Based on a Total of 5 Weeks of Observation Time and Diaries

Table 4.36
Summary* of Time Spent on No Specified Medium
for Five Grades I-XII Principals

No Specified Medium	1	2	3	4	5
Number of Activities with No Specified Medium	1	2	2	2	7
Average Number per Day	.2	.4	.4	.4	1.4
Time on No Specified Medium: minutes (hours)	8 (.1)	12 (.2)	45 (.8)	5.5 (.09)	69 (1.2)
Average Duration in Minutes	8	6	22.5	2.8	9.9
Proportion of Total Working Time	.3%	.3%	1.1%	.1%	2%

*Based on a Total of 5 Weeks of Observation Time and Diaries

minutes and Principal 4 spent the least time, 5.5 minutes. The average duration of each activity in the "no medium" category for the five principals was 10 minutes; the average duration of each "no medium" activity varied from a high of 22.5 minutes per activity for Principal 3 to a low of 2.8 minutes per activity for Principal 4. The proportion of time in the "no medium" category was .8 per cent; the proportion of time ranged from a high of 2 per cent for Principal

5 to a low of .1 per cent for Principal 4.

"Through What Mèdia" Did Five Grades I-XII Principals Spend Their Time: A Composite

Table 4.37 presents aggregate data for the time spent by the five principals in each category of medium. Most of the time was spent on mail for a total of 82.5 hours followed by scheduled meetings with 68.4 hours. Exchanges were in third place with 66.2 hours followed by unscheduled meetings with 34.2 hours. Travel outside the school placed fifth with 20.8 hours and tours were sixth with 13.5 hours. A total of 10.3 hours were spent on telephone calls, followed by monitoring with 9.5 hours and the tenth category of "no medium" with 2.3 hours. Announcement on the public address system placed last with 1.3 hours.

Table 4.37
An Aggregate* of Time Spent in Ten Media
for Five Grades I-XII Principals
(Excluding Week-Ends)

Media	Total Time in Each Medium minutes	Total Time in Each Medium hours	Number of Activities (Adjusted)	Average Duration in Each Medium (minutes)	Total Number of Activities (Actual)
Mail	4948	82.5	1028	4.8	1028
Scheduled Meetings	4104	68.4	44	93.3	101
Exchanges	3970.5	66.2	2313	1.7	2321
Unscheduled Meetings	2051	34.2	128	16	159
Travel	1245	20.8	29	42.9	31
Tours	810.5	13.5	185	4.4	548
Telephone	620	10.3	285	2.2	289
Monitoring	570.5	9.5	69	8.3	355
Tenth Category	139.5	2.3	14	10	14
Public Address	80.5	1.3	85	.9	85
Total:	18,539.5	309	4180		4931

*Based on a Total of 5 Weeks of Observation Time and Diaries

Number of Activities for Each Category of Media According to Time Intervals

Table 4.38 presents a summary of the number of activities according to time intervals ranging from .5 minute to over one hour. Nearly one-quarter (24.9%) of all the activities recorded in medium lasted .5 minute or less while nearly two-fifths (38.2%) of the activities lasted 1 minute. Over one-quarter (26.4%) of the activities lasted from 2 to 5 minutes. Nearly one-tenth (9.7%) of the activities lasted from 5.5 to 60 minutes. Only .8 per cent of the activities lasted over one hour.

Table 4.38
Summary* of Number of Activities for Each Category of Medium According to Time Intervals for Five Grades I-XII Principals

Category of Medium	.5 minute	1 minute	2 minutes	2.5-5 minutes	5.5-10 minutes	10.5-30 minutes	30.5-60 minutes	Over 60 minutes
Telephone	37	109	62	64	17	0	0	0
Mail	166	406	149	157	61	60	20	9
Scheduled Meeting	0	3	3	8	8	32	24	23
Unscheduled Meeting	3	9	23	49	26	35	8	6
Exchange	756	912	315	220	75	43	0	0
Tours	134	249	87	65	7	6	0	0
Monitoring	109	135	54	38	11	8	0	0
Public Address	22	58	4	1	0	0	0	0
Travel	0	0	0	1	3	12	11	4
No Medium	0	1	1	3	3	4	2	0
Total	1227	1882	698	606	211	200	65	42
Percentage	24.9	38.2	14.1	12.3	4.3	4.1	1.3	.8

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

Composite of the Work of Five Principals by Distribution of Time Among the Categories of Media

A composite of "through what media" the five principals apportioned their time among the ten categories of media is presented in Figure 4.6.

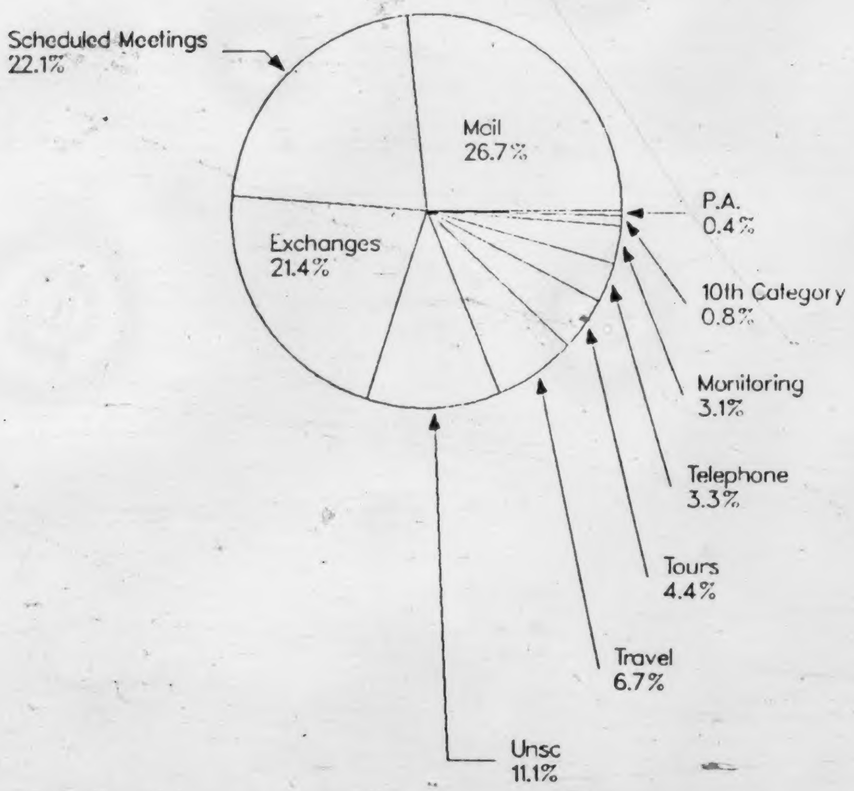

Figure 4.6
Circle Graph of Percentage Frequencies of Time Spent on Ten Categories of Media

The composite of the principals' use of time indicates that the principals spent just over 80% of their total working time on four categories: 26.7 per cent of their time on mail, 22.1 per cent of their time in scheduled meetings, 21.4 per cent of their time in exchanges and 11.1 per cent of their time in unscheduled meetings. Travel required 6.7 per cent of their time, tours required 4.4 per cent, telephone calls took 3.3 per cent, monitoring took 3.1 per cent, the category "no medium" required .8 per cent and announcements on the public address system took .4 per cent.

Composite of Work of Five Principals by Distribution of Frequency of Activities (Adjusted) Among Categories of Media

A composite of the frequency of adjusted activities in each of the categories of media is presented in Figure 4.7.

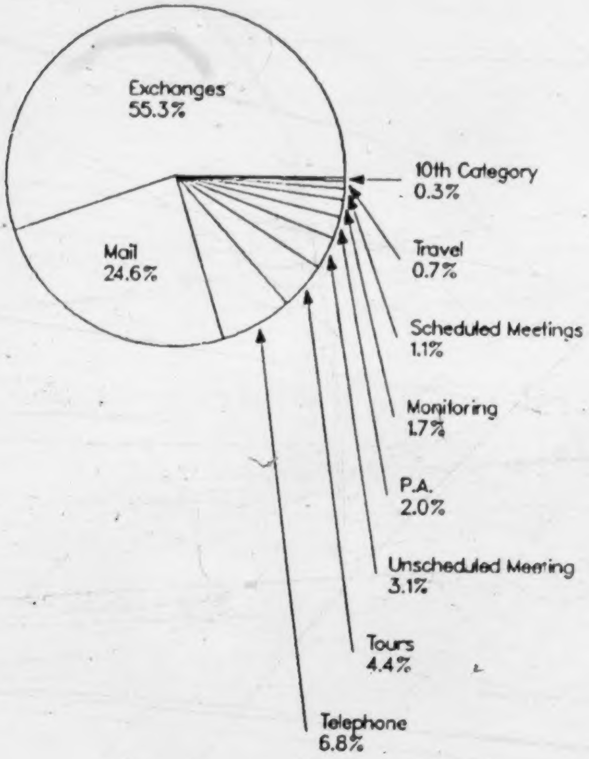

Figure 4.7
Circle Graph of Percentage Frequencies of Adjusted Activities in Ten Categories of Media

Over one-half of the five principals' activities were exchanges (55.3%), however, in proportion of total time spent, exchanges placed third. Mail was second with 24.6 per cent of the activities and placed first in proportion of total time spent. Telephone calls placed third in frequency of activities (6.8%) but placed seventh in time spent. Tours placed fourth in number of activities (4.4%) but sixth in time spent. Unscheduled meetings were fifth with 3.1 per cent of the activities and fourth in proportion of time spent. Announcements on the public address system, in sixth place, accounted for 2 per cent of the activities but placed last, that is, tenth in time spent. Monitoring and scheduled meetings placed seventh and eighth in frequency of activities but placed eighth and second, respectively, in proportion of time spent. Travel outside the school and the tenth category of "no medium" placed ninth and tenth in numbers of activities, however, placed fifth and ninth, respectively, when proportion of time was considered.

CHAPTER 5

Analysis of Communication: Location

Chapter 5 provides an analysis of location, the "where" of communication. This chapter begins with an overview of the total time spent by each principal in eight pre-determined categories of location. The overview is followed by patterns of each principal's distribution of time among the location categories. Each category is analyzed according to time spent, frequency, average duration and percentage of total working time. Chapter 5 concludes with an aggregate of scores to present a composite description of location for the five principals.

Overview of Time Spent in Eight Categories of Location

Table 5.1 presents an overview of the total time spent by each principal according to eight categories of location. Because principals may conduct certain activities in a number of locations, particularly when touring or monitoring, the sum of the times for each principal will be greater than the total time worked during the observation period as shown in Table 4.1. Unlike Chapter 4 on medium where an additional category of medium was observed, the section on location retains the eight categories devised on the observational instrument, however, a ninth category, "combination," was recorded for activities like a tour which can occur in a variety of areas in a school.

Except for Principals 3 and 4, the principals spent most of their time in the location "desk," that is, in their office. The location "administrative area" refers to the adjoining office(s) of the principal's office, generally an open-area where the secretary/secretaries work and it also contains the adjoining office(s) of the vice-principal(s). However, in the case of Principals 4 and 5, these two principals shared their office space with their vice-principals. The

Table 5.1
Summary* of Time Spent in Eight Categories of Location
for Five Grades I-XII Principals

Category of Location	Composite	Mean	1	2	3	4	5
Time on desk work: minutes (hours)	4887.5 (81.5)	977.5 (16.3)	1017.5 (17)	1333 (22.2)	289.5 (4.8)	843.5 (14)	1404 (23.4)
Time in adm. area: minutes (hours)	602.5 (10)	120.5 (2)	128.5 (2.1)	156 (2.6)	60.5 (1)	50 (.8)	207.5 (3.5)
Time in staff room: minutes (hours)	1457 (24.3)	291.4 (4.9)	433.5 (7.2)	311 (5.2)	32 (.5)	492 (8.2)	188.5 (3.1)
Time in classroom: minutes (hours)	1659 (27.7)	331.8 (5.5)	344 (5.7)	357.5 (6)	248 (4.1)	388.5 (6.5)	321 (5.4)
Time in hall: minutes (hours)	515 (8.6)	103 (1.7)	24 (.4)	91 (1.5)	25.5 (.4)	310.5 (5.2)	64 (1.1)
Time in yard: minutes (hours)	120.5 (2)	24.1 (.4)	0 (0)	54.5 (.9)	3 (.05)	35 (.6)	28 (.5)
Time in other areas: minutes (hours)	256.5 (4.3)	51.3 (.9)	3 (.05)	62 (1)	1 (.02)	70 (1.2)	120.5 (2)
Time in combination: minutes (hours)	455.5 (7.6)	91.1 (1.5)	71 (1.2)	168 (2.8)	11 (.2)	100.5 (1.7)	105 (1.8)
Time outside of school: minutes (hours)	5936.5 (98.9)	1187.3 (19.8)	860 (14.3)	603.5 (10.1)	3070 (51.2)	1146 (19.1)	257 (4.3)
Total: minutes (hcurs)	15,890 (264.8)	3178 (53)	2881.5 (48)	3136.5 (52.3)	3740.5 (62.3)	3436 (57.3)	2695.5 (44.9)

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

staff room was a common room for all grade levels except in the case of Principal 3; in this latter case, the "school" consisted of three buildings with staff rooms in two buildings for grades 2-3-4 and grades 5-12. The category "classroom" referred to any room where instruction occurred, therefore, it included regular classrooms, laboratories, gymnasia and libraries. The categories "hall" and "yard" were adequate for this study; none of the schools had cafeterias, atriums or any other large areas where students could congregate.

The category "other" areas in a school was represented by the following locations: school board offices housed within the school in the case of the schools of Principals 2 and 5; unused staff room space in an older wing of a school; washroom/dressing room areas; stage; teacher work room (photocopying, duplicating, laminating areas); storage rooms; supply rooms; school chapel; janitors' rooms; furnace room; AV equipment room; telephone room for students; infirmary/medical room and offices for physical education and guidance teachers.

The category "outside school area" was represented by the following locations: central office, except for Principals 2 and 5 whose central offices were located within their schools; hospital; principals' homes; other schools in the principal's district or outside the district; dentist's office; yards across the street from the school; town dump; church; Barnett House (ATA); Edward's Building (R.O.E., Alberta Education); Harley Court (Student Testing, Alberta Education); coffee shop/dining areas; grocery and hardware stores; post office; ball park; recreation centre; bank and teacher's home.

The data for location are reported according to the eight pre-determined areas and the ninth category for a combination of locations in the school. Using the above method, the number of activities in location equal 3784, the exact number of activities recorded by the five principals during the days of study as shown in Table 4.1. However, the total time in the category location equals 333.5 hours while the total number of adjusted hours, removing overlapping time or interruption time, spent by the five principals was 264.8 hours. Overlapping time and interruption time within each category of location was excluded but a small discrepancy of time still remained when compared to the total number of hours worked, 261.8

hours, reported in Table 4.1.

Table 5.1 presents a break-down of time according to the eight categories under location. The principals spent most of their time at the desk, outside the school area and in the classroom. Even though the above three categories occupied nearly eighty per cent of the principals' time, some variations occurred on the time spent in these categories. Principal 5 spent 23.4 hours at the desk while Principal 3 spent 4.8 hours. Principal 3 spent 51.2 hours outside the school while Principal 5 spent 4.3 hours. Principal 4 spent 6.5 hours in the classroom while Principal 3 spent 4.1 hours in the classroom.

The principals spent nearly twenty per cent of their time in the staff room, administrative area, a combination of areas in the school and the hall. Variations occurred in these areas too. Principal 4 spent 8.2 hours in the staff room while Principal 3 spent .5 hour. Principal 5 spent 3.5 hours in the administrative area while Principal 4 spent .8 hour. Principal 2 spent 2.8 hours in a combination of areas in the school while Principal 3 spent .2 hour. Principal 4 spent 5.2 hours in the hall while Principals 1 and 3 spent .4 hour.

The principals spent just over two per cent of their time in "other" areas of the school and the yard. Principal 5 spent 2 hours in "other" locations in the school while Principal 3 spent .02 hour. Principal 2 spent .9 hour in the yard while Principal 1 recorded no time in the yard except for the time in the yard that was included in combination.

Table 5.2 presents the number of activities recorded in the eight categories of location. Nearly one-half of the activities (46%) were recorded in the desk area, or the principals' offices. Principal 5 registered a high of 603 activities at the desk while Principal 3 registered 125.

In order to save space, all the tables listed in this chapter identify the principals according to numbers 1 to 5 placed below the heading and preceding the data.

Over forty per cent of the activities occurred in the administrative area, the hall, the staff room and the classroom. Variations occurred in these areas. Principal 2 registered 172 activities in the administrative area while Principal 4 registered 41 activities. Principal 4 had 245

Table 5.2
Summary* of Number of Activities in Eight Categories of Location for Five Grades I-XII Principals

Category of Location	Composite	Mean	1	2	3	4	5
Number of Desk Activities:	1739	347.8	225	484	125	302	603
Number of Activities in the Adm. Area	535	107	99	172	54	41	169
Number of Activities in the Staff Room:	384	76.8	58	104	22	160	40
Number of Activities in the Classroom:	266	53.2	16	57	15	132	46
Number of Activities in the Hall:	431	86.2	19	90	14	245	63
Number of Activities in the Yard:	65	13	0	32	1	12	20
Number of Activities in "Other" Areas:	96	19.2	2	29	1	26	38
Number of Activities in Combination	114	22.8	13	14	4	47	36
Number of Activities in Areas Outside the School:	154	30.8	19	11	84	28	12
Total Number of Activities:	3784	756.8	451	993	320	993	1027

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

activities in the hall while Principal 3 had 14. Principal 4 had 160 activities in the staff room while Principal 3 had 22 activities. Principal 4 registered 132 activities in the classroom while Principal 3 registered 15.

Just over ten per cent of the activities were outside the school, in combination of areas in the school, in "other" areas of the school and in the yard. Principal 3 registered 84 activities outside the school while Principal 2 registered 11. Principal 4 had 47 activities in a combination of areas in the school while Principal 3 had 4. Principal 5 registered 38 activities in "other" areas of the school while Principal 3 registered 1. Principal 2 had 32 activities in the yard while Principal 1 registered no activities in the yard.

Pattern of Each Principal's Work by Distribution of Time among Eight Categories of Location

Figures 5.1 to 5.5 depict a pattern of each principal's work according to the distribution of time among the eight categories under location.

Principal 1. Figure 5.1 represents the proportion of Principal 1's total time during a school week among the eight categories of location.

Principal 1 spent 35.3 per cent of the total working time at the category desk, that is, in the principal's office. The location outside the school was the next highest involving 29.9 per cent of the time; the areas outside the school for Principal 1 were one whole day visiting a school outside the county and part of one afternoon attending an administrators' meeting at the county office 20 mi./32 km. from the school. The category of location that made the next highest demand on time was the location staff room at 15 per cent followed by classroom at 11.9 per cent and administrative area at 4.5 per cent. The category combination, where activities may occur in more than one location, accounted for 2.5 per cent of Principal 1's time followed by hall with .8 per cent and "other" locations of the school at .1 per cent. No time was recorded in yard, however, Principal 1 spent some time in the yard which was recorded in combination. The small portion of Principal 1's time in the category yard was probably due to

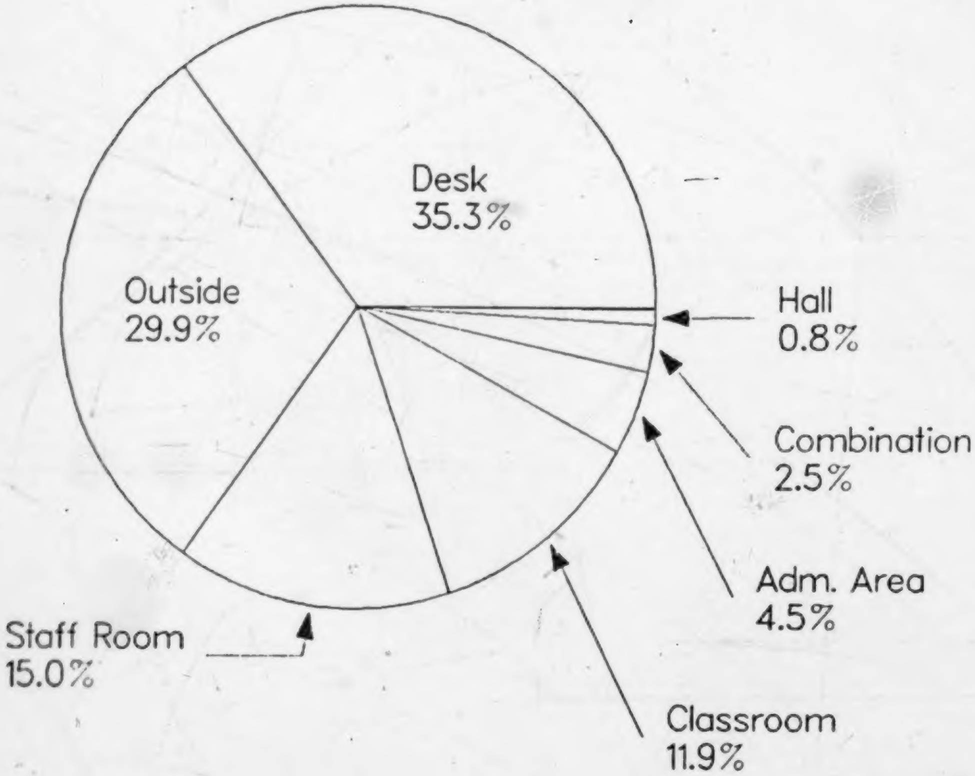

Figure 5.1
Proportion of Total Time Spent on Eight* Categories
of Location by Principal 1

*Other Areas of the School lasting .1 per cent of the time are not represented in the figure.

two factors: (1) Principal 1's regular supervision schedule involved inside supervision; and (2) access to portions of the school yard was restricted until landscaping could be started later in the spring.

Principal 2. Figure 5.2 represents the proportion of Principal 2's total time during a school week among the eight categories of location. Over forty per cent of Principal 2's time, that is 42.5 per cent, was spent in the category desk. Typical activities for a principal in the location desk are working on mail and other paper work, receiving and making telephone calls, exchanges initiated by the principal or someone else and unscheduled meetings initiated by the principal or other(s); a few scheduled meetings also occur in the location desk. The category of location that made the next highest demand on time was outside the school at 19.2 per cent, followed by classroom at 11.4 per cent and staff room at 9.9 per cent. The category combination of areas in the school required 5.4 per cent of the total working time, followed by the administrative area with 5 per cent and the category hall with 2.9 per cent. "Other" locations in the school accounted for 2 per cent of the time and the yard accounted for 1.7 per cent of the time.

Principal 3. Figure 5.3 represents the proportion of Principal 3's total time during a school week among the eight categories of location. More than four-fifths, that is 82.1 per cent, of Principal 3's working time was spent outside the school; the areas outside the school were three full days on curriculum meetings sponsored by Alberta Education in Edmonton, one forenoon interviewing prospective teachers at the divisional office 32.5 mi./52 km. from the school, one evening meeting at Barnett House in Edmonton and three sessions of evening work at home. For the one and one-half days of in-school observation of Principal 3, the category desk accounted for 7.7 per cent of the total working time, followed in order by classroom with 6.6 per cent, administrative area with 1.6 per cent and staff room with .9 per cent. Hall, combination of areas in the school, yard and "other areas in the school followed with .7 per cent, .3 per cent, .08 per cent and .02 per cent, respectively.

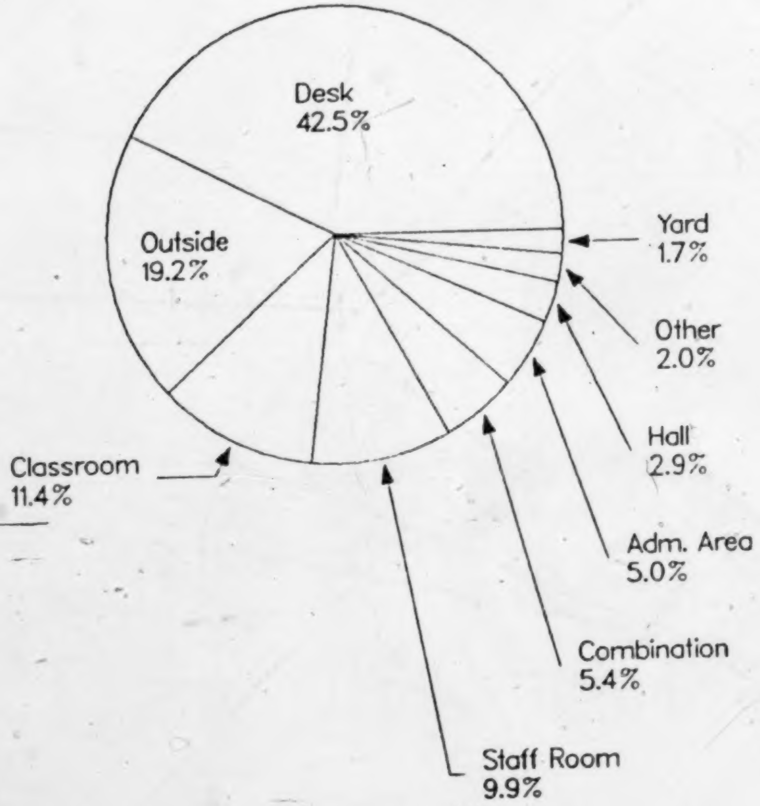

Figure 5.2
Proportion of Total Time Spent on Eight Categories
of Location by Principal 2

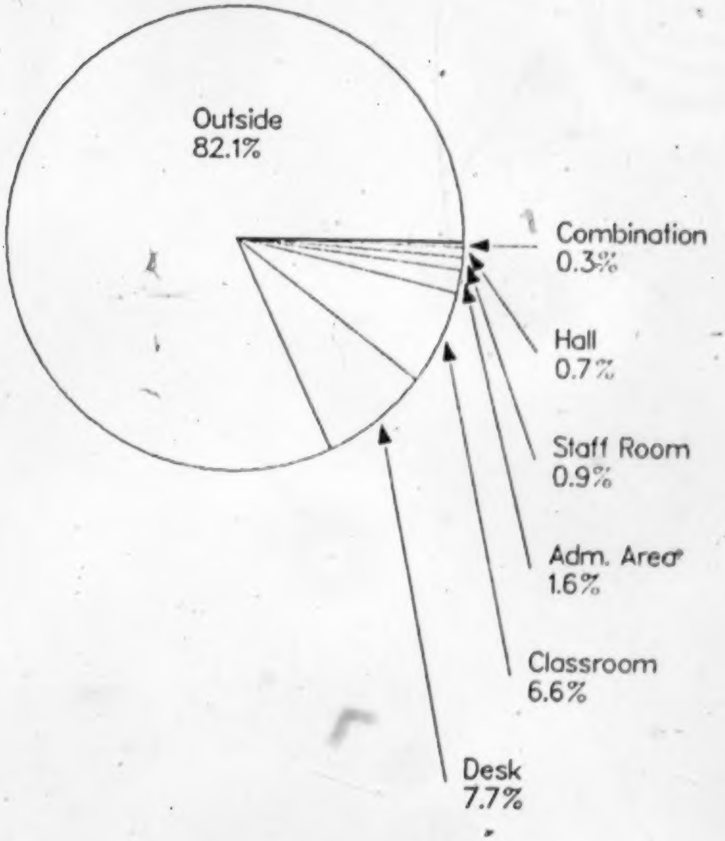

Figure 5.3
Proportion of Total Time Spent on Eight Categories
of Location by Principal 3

*The area yard lasting .08 per cent and other areas of the school lasting .02 per cent are not represented in the figure.

Principal 4. Figure 5.4 represents the proportion of Principal 4's total time during a school week among the eight categories of location. Principal 4 spent 33.4 per cent of the the working time in the category outside the school; the areas outside the school were: (1) locations in the principal's town, for example, grocery and hardware store, post office, recreation centre, ball park, a teacher's home, the principal's home and the central office; and (2) locations outside the principal's town, for example, a hospital 15 mi/24 km from the school and two evening ball games that involved 11.5 hours of travel and game time. The category of location, desk, accounted for 24.6 per cent of the time, the staff room with 14.3 per cent, the classroom with 11.3 per cent and the hall with 9 per cent were next in terms of time spent. The category combination of areas in the school accounted for 2.9 per cent of the working time and this was followed by "other" areas in the school with 2 per cent, administrative area with 1.5 per cent and yard with 1 per cent. The small portion of time in the administrative area can be attributed to two factors: (1) Principal 4's secretary was absent three of the five observation days; and (2) the public address system was located in the desk area, not in the administrative area as was the case in the other four schools observed.

Principal 5. Figure 5.5 represents the proportion of Principal 5's total time during a school week among the eight categories of location. Principal 5 spent more than one-half of the working time in the category desk, that is 52.1 per cent. Classroom made the next highest demand on time with 11.9 per cent followed by the categories outside the school with 9.5 per cent, administrative area with 7.7 per cent and staff room with 7 per cent of the total working time. "Other" areas of the school and a combination of areas in the school accounted for 4.5 per cent and 3.9 per cent, respectively. The category hall followed with 2.4 per cent and yard with 1 per cent.

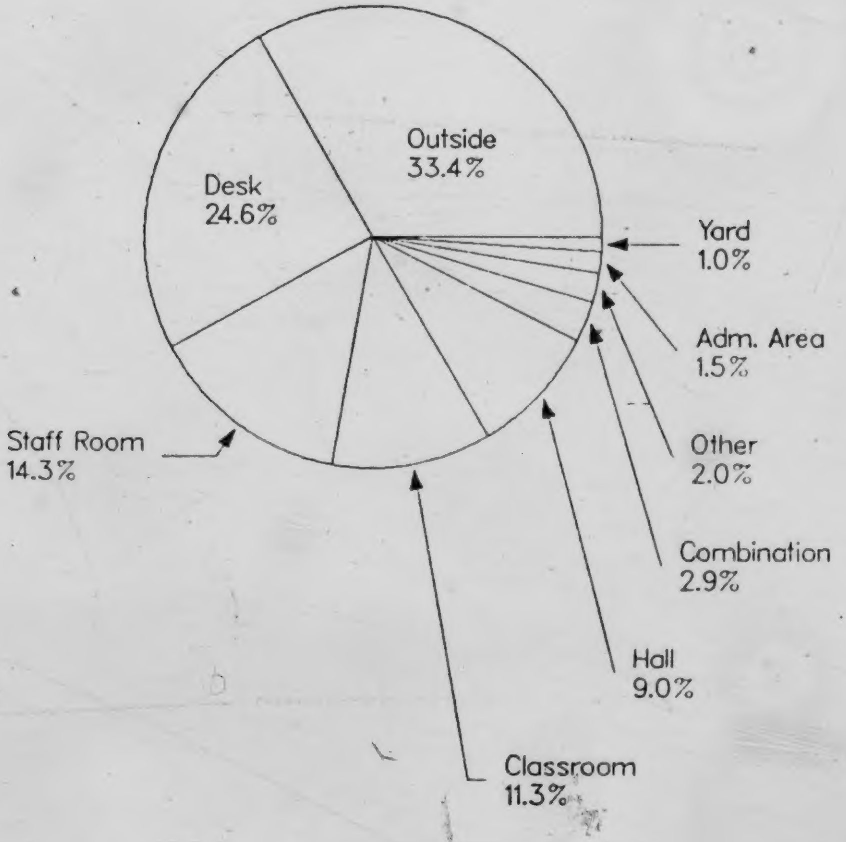

Figure 5.4
Proportion of Total Time Spent on Eight Categories
of Location by Principal 4

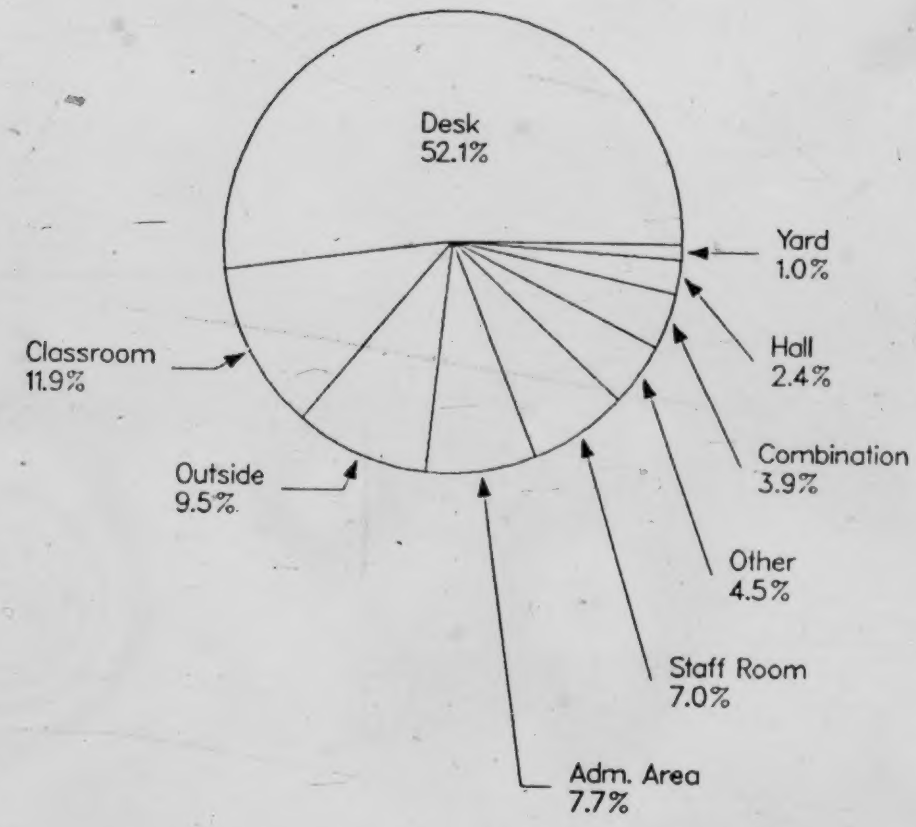

Figure 5.5
Proportion of Total Time Spent on Eight Categories
of Location by Principal 5

Rank Order of Time Spent on Nine Categories of Location

Table 5.3 presents the rank order of each principal's total working time spent in the eight categories of location and the category of "combination" of areas where number 1 represents the location that recorded the largest proportion of time and number 9 represents the location that recorded the least proportion of time.

Three locations, that is, desk, outside the school and classroom, ranked in the top half of the time spent in these locations by each principal. The desk area ranked very high: (1) three principals ranked first in the area of desk; and (2) two principals ranked second at the desk. The area outside the school was also high: (1) two principals were ranked first; (2) two principals were ranked second for outside the school; and (3) Principal 5 had outside the school ranked in the third position. Also in the top half was the classroom: (1) Principal 5 was ranked second in the classroom; (2) two principals were ranked third; and (3) two principals were ranked fourth in the classroom.

Four locations, that is, staff room, administrative area, combination of areas in a school and hall ranked moderately high. The staff room ranked from a high of 3 for Principals 1 and 4 to a low of 5 for Principals 3 and 5. The administrative area ranked from a high of 4 for Principals 3 and 5 to a low of 8 for Principal 4. Combination of areas in a school ranked from a high of 5 for Principal 2 to a low of 7 for Principals 3 and 5. Halls ranked from a high of 5 for Principal 4 to a low of 8 for Principal 5.

Two locations, that is, "other" areas of the school and yard ranked well in the bottom half of the time spent on those locations by each principal. "Other" areas of the school ranged from 6 to 9 for the principals. The area yard clustered at the eighth and ninth level for all the principals.

Table 5.3
Rank Order of Time Spent on Nine Categories
of Location for Five Grades I-XII Principals

Category of Location	1	2	3	4	5
Desk	1	1	2	2	1
Administrative Area	5	6	4	8	4
Staff Room	3	4	5	3	5
Classroom	4	3	3	4	2
Hall	7	7	6	5	8
Yard	9	9	8	9	9
Other area	8	8	9	7	6
Combination of Areas	6	5	7	6	7
Outside the School	2	2	1	1	3

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

Summary of the Data for Each Category of Activity under Location

Desk. Table 5.4 presents the data for time spent on the category desk by each of the five principals.

The category desk ranked high in the top half of the time spent by principals in this location. A total of 1739 activities were recorded at the desk by the five principals for a total of 4887.5 minutes, an average of 2.8 minutes per activity at the desk. The average number of desk activities per day ranged from a high of 120.6 desk activities per day for Principal 5 to a low of 56.3 activities per day for Principal 1. The proportion of time spent at the desk was 30.7 per cent.

The average duration of each desk activity ranged from a high of 4.5 minutes per activity for Principal 1 to a low of 2.3 minutes per activity for Principals 3 and 5.

Table 5.4
Summary* of Time Spent on Work at Desk
for Five Grades I-XII Principals

Desk	1	2	3	4	5
Number of Activities at Desk	225	484	125	302[1]	603
Average Number per Day	56.3[2]	96.8	83.3[3]	60.4	120.6
Time on Desk Activities: minutes (hours)	1017.5 (17)	1333 (22.2)	289.5 (4.8)	843.5 (14)	1404 (23.4)
Average Duration in Minutes	4.5	2.8	2.3	2.8	2.3
Proportion of Total Working Time	35.3%	42.5%	7.7%	24.6%	52.1%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] Three additional activities lasting 120 minutes were logged on a week-end.
[2] Based on 4 days of in-school observation
[3] Based on 1.5 days of in-school observation

An additional three activities lasting 120 minutes were reported in a diary as a week-end work session. Principal 4 reported three desk work sessions on the week-end: (1) a 60-minute work session on the June examination schedule; (2) a 30-minute work session on the elementary timetable; and (3) a 30-minute session on the preparation of items for a general staff meeting.

Desk activities during the school days were subject to many interruptions; the average duration of each activity is an indicator of these interruptions. However, the evening work at the desk in the absence of students and staff could bias the data for those principals who logged extended uninterrupted work sessions in the evening. When Principal 1's long work session of 180 minutes is subtracted from 1017.5 minutes and the number of activities at the desk reduced by 1, the adjusted average duration of activities for Principal 1 is 3.7 minutes per activity instead of 4.5 minutes per activity recorded in the table above. When Principal 4's two long work sessions of 30 minutes and 85 minutes are subtracted from 843.5 minutes and the number of work sessions reduced by 2, the adjusted average duration of activities for Principal 4 is 2.4 minutes per activity instead of 2.8 minutes per activity recorded in the table. Adjustments on

Principal 5's evening work has little effect on the average duration of each activity.

Administrative area. Table 5.5 presents the data for time spent on the category administrative area by each of the five principals.

The category of location administrative area ranked moderately high in the time spent by the five principals in that location. A total of 535 activities were recorded in the administrative area for a total of 602.5 minutes, an average of 1.1 minutes per activity in the administrative area.

The average duration of each activity in the administrative area for the five principals ranged from a high of 1.3 minutes per activity for Principal 1 to a low of .9 minutes per activity for Principal 2. The proportion of time spent in the administrative area was 3.8 per cent. No week-end activities were reported in the administrative area.

The average number of activities ranged from a high of 36 activities per day in the administrative area for Principal 3 to a low of 8.2 activities per day in the administrative area for Principal 4. Many of the activities in the administrative area were with the secretary or secretaries.

Staff room. Table 5.6 presents the data for time spent on the category staff room by each of the five principals.

The category staff room ranked moderately high in the time spent by the five principals in that location. A total of 384 activities were recorded in the staff room for a total of 1457 minutes, an average of 3.8 minutes per activity in the staff room. The average number of activities per day in the staff room ranged from a high of 32 activities per day for Principal 4 to a low of 8 activities per day for Principal 5.

The average duration of each staff room activity ranged from a high of 7.5 minutes per activity for Principal 1 to a low of 1.5 minute per activity for Principal 3. When extended periods of time in the staff room are computed, the range is from a high of 27 minutes per activity for Principal 1 to a low of 5.7 minutes per activity for Principal 3. When the shorter segments of time are considered, the range is from a high of 2.8 minutes per activity for

Table 5.5
Summary* of Time Spent on Work in the Administrative Area for Five Grades I-XII Principals

Administrative Area	1	2	3	4	5
Number of Activities in Administrative Area	99	172	54	41	169
Average Number per Day	24.8[1]	34.4	36[2]	8.2	33.8
Time on Activities in Administrative Area: minutes (hours)	128.5 (2.1)	156 (2.6)	60.5 (1)	50 (.8)	207.5 (3.5)
Average Duration in Minutes	1.3	.9	1.1	1.2	1.2
Proportion of Total Working Time	4.5%	5%	1.6%	1.5%	7.7%

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

[1] Based on 4 days of in-school observation

[2] Based on 1.5 days of in-school observation

Table 5.6
Summary* of Time Spent on Work in the Staff Room for Five Grades I-XII Principals

Staff Room	1	2	3	4	5
Number of Activities in Staff Room	58	104	22	160	40
Average Number per Day	14.5[1]	20.8	14.7[2]	32	8
Time on Activities in Staff Room: minutes (hours)	433.5 (7.2)	311 (5.2)	32 (.5)	492 (8.2)	188.5 (3.1)
Average Duration in Minutes	7.5	3	1.5	3.1	4.7
Proportion of Total Working Time	15%	9.9%	.9%	14.3%	7%

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

[1] Based on 4 days of in-school observation

[2] Based on 1.5 days of in-school observation

Principal 5 to a low of 1.05 minute per activity for Principal 3. The proportion of time spent in the staff room was 9.2 per cent. No week-end activities were reported in the staff room.

Classroom. Table 5.7 presents the data for time spent on the category classroom by each of the five principals.

The category classroom ranged in the top half of the time spent by principals in this location. A total of 266 activities were recorded in the classroom by the five principals for a total of 1659 minutes, an average of 6.2 minutes per activity in the classroom. The average number of activities in the classroom ranged from a high of 26.4 activities per day in the classroom for Principal 4 to a low of 4 activities per day in the classroom for Principal 1. The proportion of time spent in the classroom was 10.4 per cent. No week-end activities were reported in the classroom.

When the large segments of time in the classroom where a principal may be teaching, substitute teaching, supervising teachers or attending meetings are suppressed from the data, the average duration of each activity in the classroom is greatly reduced. The average duration of activities for Principal 1 is reduced from 21.5 minutes per extended activity to 1.9 minutes per activity. Principal 2's average duration of each activity is reduced from 6.3 minutes per extended activity to 1.1 minutes per activity. The average duration of activities for Principal 3 is reduced from 16.5 minutes per extended activity to 4.2 minutes per activity. Principal 4's average duration of each extended activity is reduced from 2.9 minutes per activity to 1.4 minutes per activity. The average duration of each activity for Principal 5 is reduced from 7 minutes per extended activity to 1.4 minutes per activity. The adjusted duration of each activity ranged from a high of 4.2 minutes per activity for Principal 3 to a low of 1.1 minutes per activity for Principal 2. The shorter segments of time were generally exchanges with teachers or students in the classroom, or at the entrance to the classroom.

Hall. Table 5.8 presents the data for time spent on the category hall by each of the five principals.

The category of the location hall ranked moderately high in the time spent by the five principals. A total of 431 activities were recorded in halls for a total of 515 minutes, an average

Table 5.7
Summary* of Time Spent on Work in the Classroom
for Five Grades I-XII Principals

Classroom	1	2	3	4	5
Number of Activities in Classroom	16	57	15	132	46
Average Number per Day	4[1]	11.4	10[2]	26.4	9.2
Time on Activities in Classroom: minutes (hours)	344 (5.7)	357.5 (6)	248 (4.1)	388.5 (6.5)	321 (5.4)
Average Duration in Minutes	21.5	6.3	16.5	2.9	7
Proportion of Total Working Time	11.9%	11.4%	6.6%	11.3%	11.9%

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)
[1] Based on 4 days of in-school observation
[2] Based on 1.5 days of in-school observation

Table 5.8
Summary* of Time Spent on Work in the Hall
for Five Grades I-XII Principals

Hall	1	2	3	4	5
Number of Activities in Hall	19	90	14	245	63
Average Number per Day	4.8[1]	18	9.3[2]	49	12.6
Time on Activities in Hall: minutes (hours)	24 (.4)	91 (1.5)	25.5 (.4)	310.5 (5.2)	64 (1.1)
Average Duration in Minutes	1.3	1	1.8	1.3	1
Proportion of Total Working Time	.8%	2.9%	.7%	9%	2.4%

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)
[1] Based on 4 days of in-school observation
[2] Based on 1.5 days of in-school observation

of 1.2 minutes per activity in the halls. The average number of activities ranged from a high of 49 activities per day in the halls for Principal 4 to a low of 4.8 activities per day in the halls for

Principal 1.

The average duration of each activity in halls for the five principals ranged from a high of 1.8 minute per activity for Principal 3 to a low of 1 minute per activity for Principals 2 and 5. The proportion of time spent in the halls was 3.2 per cent. No week-end activities were reported in the area of hall.

Contacts made by principals in the halls were most often exchanges with intra-organizational personnel which occurred when the principal was touring, monitoring or was in the hall on other activities excluding tours and monitoring.

Yard. Table 5.9 presents the data for time spent on the category yard by each of the five principals.

The category of location yard ranked last or nearly last for the time spent in that location by the five principals during the observation period. A total of 65 activities were recorded in the yard by the five principals for a total of 120.5 minutes, an average of 1.9 minutes per activity in the yard. The average number of activities per day in the yard ranged from a high of 6.4 activities per day for Principal 2 to a low of no activities per day for Principal 1.

The average duration of each activity in yard for the five principals ranged from a high of 3 minutes per activity for Principal 3 to a low of 0 minutes per activity for Principal 1. The proportion of time spent in the yard was .8 per cent. No week-end activities were reported in the yard.

All of the principals' time and number of activities in the location yard are somewhat under-represented because of activities that occur in a combination of areas. Even though Principal 1 had no activities recorded in the location yard, two tours lasting 22 minutes were recorded in a combination of areas where yard was one of the areas recorded in the combined areas. Principal 2 had 4 activities lasting 35 minutes in combination of areas that included yard. Principal 3's location yard is under-represented by 4 activities lasting 11 minutes that were recorded in combination of areas that also included yard. Principal 4 had 6 activities lasting

Table 5.9
Summary* of Time Spent on Work in the Yard
for Five Grades I-XII Principals

Yard	1	2	3	4	5
Number of Activities in Yard	0	32	1	12	20
Average Number per Day	0	6.4	.7[1]	2.4	4
Time on Activities in Yard: minutes (hours)	0 (0)	54.5 (.9)	3 (.05)	35 (.6)	28 (.5)
Average Duration in Minutes	0	1.7	3	2.9	1.4
Proportion of Total Working Time	0%	1.7%	.08%	1%	1%

*Based on a Total of 5 Weeks of Observation Time and Diaires (Excluding Week-Ends)
[1] Based on 1.5 days of in-school observation

38.5 minutes recorded in combination of areas that included yard. Principal 5's location yard is also under-represented by 14 activities lasting 107 minutes in combination of areas that included yard.

"Other" areas of the school. Table 5.10 presents the data for time spent on the category "other" areas of the school by each of the five principals.

The category other areas of the school ranked well in the bottom half of the time spent in that location by the five principals. A total of 96 activities were recorded in other areas of the school by the five principals for a total of 256.5 minutes, an average of 2.7 minutes per activity in other areas. The average number of activities ranged from a high of 7.6 activities per day in other areas of the school for Principal 5 to a low of .5 activities per day in other areas of the school for Principal 1.

The average duration of each activity in other areas of the school for the five principals ranged from a high of 3.2 minutes per activity for Principal 5 to a low of 1 minute per activity for Principal 3. The proportion of time spent in other areas of the school was 1.6 per cent. No week-end activities were reported for the category of location other areas of the school.

Table 5.10
Summary* of Time Spent on Work in "Other" Areas of the School for Five Grades I-XII Principals

"Other" Areas of the School	1	2	3	4	5
Number of Activities in "Other" Areas	2	29	1	26	38
Average Number per Day	.5[1]	5.8	.7[2]	5.2	7.6
Time on Activities in "Other" Areas: minutes (hours)	3 (.05)	62 (1)	1 (.02)	70 (1.2)	120.5 (2)
Average Duration in Minutes	1.5	2.1	1	2.7	3.2
Proportion of Total Working Time	.1%	2%	.02%	2%	4.5%

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)
[1] Based on 4 days of in-school observation
[2] Based on 1.5 days of in-school observation

Combination of areas in the school. Table 5.11 presents the data for time spent in a combination of places in the school by each of the five principals. This category was reserved for activities that could occur in more than one location, for example, tours and monitoring tours.

The category of a combination of locations in the school ranked moderately high in the time spent by the five principals during the observation period. A total of 114 activities were recorded in a combination of areas for a total of 455.5 minutes of adjusted time, an average of 4 minutes per activity in a combination of areas of the school. The average number of activities ranged from a high of 9.4 activities per day in a combination of areas in the school for Principal 4 to a low of 2.7 activities per day for Principal 3. The proportion of total time spent in a combination of areas was 2.9 per cent. No week-end activities were reported in the areas described as combination.

Only Principal 2 reported an evening 120-minute unscheduled meeting set by self regarding preparations for graduation in various parts of the school: desk, administrative area, classroom, hall and gymnasium/stage area.

Table 5.11
Summary* of Time Spent on Work in a Combination of Areas for Five Grades I-XII Principals

Combination of Areas in the School	1	2	3	4	5
Number of Activities in a Combination of Areas	13	14	4	47	36
Average Number per Day	3.3[1]	2.8	2.7[2]	9.4	7.2
Time on Activities in a Combination of areas in the School:					
minutes (adjusted)	71	168	11	100.5	105
(hours)	(1.2)	(2.8)	(.2)	(1.7)	(1.8)
minutes (unadjusted)	86	214.5	11	200.5	236
(hours)	(1.4)	(3.6)	(.2)	(3.3)	(3.9)
Average Duration in Minutes	5.5	12	2.8	2.1	2.9
Proportion of Total Working Time	2.5%	5.4%	.3%	2.9%	3.9%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] Based on 4 days of in-school observation
[2] Based on 1.5 days of in-school observation

Using unadjusted data, the average duration of each activity in a combination of areas of the school for the five principals ranged from a high of 15.3 minutes per activity for Principal 2 to a low of 2.8 minutes per activity for Principal 3. The adjusted time on activities in a combination of areas ranges from a high of 12 minutes per activity for Principal 2 to a low of 2.1 minutes per activity for Principal 4.

Outside of school area. Table 5.12 presents the data for time spent on the category outside of school area by each of the five principals.

The category outside the school area ranged high in the top half of the time spent by principals in this location. A total of 154 activities were recorded outside the school by the five principals for a total of 5936.5 minutes, an average of 38.5 minutes per activitiy outside of the school. The average number of activities per day outside the school ranged from a high of 16.8 activities per day for Principal 3 to a low of 2.2 activities per day for Principal 2.

Table 5.12
Summary* of Time Spent on Work Outside of the School Area
for Five Grades I-XII Principals

Outside of School Area	1	2	3	4	5
Number of Activities Outside of School Area	19	11[1]	84	28[2]	12
Average Number per Day	3.8	2.2	16.8	5.6	2.4
Time on Activities Outside of School Area: minutes (hours)	860 (14.3)	603.5 (10.1)	3070 (51.2)	1146 (19.1)	257 (4.3)
Average Duration in Minutes	45.3	54.9	36.5	40.9	21.4
Proportion of Total Working Time	29.9%	19.2%	82.1%	33.4%	9.5%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] Four additional activities lasting 280 minutes were logged on a week-end.
[2] One additional activity lasting 780 minutes was logged on a week-end.

The average duration of each activity outside the school area ranged from a high of 54.9 minutes per activity for Principal 2 to a low of 21.4 minutes per activity for Principal 5. The proportion of time spent outside the school was 37.4 per cent.

In addition to the week-day work reported above, two principals reported week-end activities. Principal 2's week-end work sessions consisted of: (1) a 180-minute First Communion mass in the church; (2) a 90-minute work session on the timetable at home; (3) a 5-minute telephone call from a teacher; and (4) a 5-minute exchange with a teacher at the principal's home. Principal 4 reported a 780-minute baseball tournament at the Fair Grounds.

"Where" Did Five Grades I-XII Principals Spend Their Time: A Composite

Table 5.13 presents aggregate data for the time spent by the five principals in each of the location categories. Most time was spent outside the school area for a total of 98.9 hours with work at the desk in second place with a total of 81.5 hours. The classroom was in third place with 27.7 hours followed by the staff room with 24.3 hours. A total of 10 hours were

Table 5.13
An Aggregate* of Time Spent in Eight Locations
for Five Grades I-XII Principals

Location	Total Time in Each Location		Total Number of Activities	Average Duration in Each Location (minutes)
	minutes	hours		
Outside of School Area	5936.5	98.9	154	38.5
Desk Work	4887.5	81.5	1739	2.8
Classroom	1659.0	27.7	266	6.2
Staff Room	1457.0	24.3	384	3.8
Administrative Area	602.5	10.0	535	1.1
Hall	515.0	8.6	431	1.2
Combination of Areas	455.5	7.6	114	4.0
"Other"	256.5	4.3	96	2.7
Yard	120.5	2	65	1.9
Total	15,890.0	264.8	3784	

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

spent in the administrative area, followed by halls with 8.6 hours and a combination of areas in the school, generally tours or monitoring activities, registered in seventh place with 7.6 hours. "Other" areas of the school registered 4.3 hours. The yard placed last with 2 hours.

The average duration of each activity for the five principals ranged from a high of 38.5 minutes per activity in the location outside the school to a low of 1.1 minute per activity in the location administrative area.

Number of Activities for Each Category of Location According to Time Intervals

Table 5.14 presents a summary of the number of activities according to time intervals ranging from .5 minute to over one hour. Over three-fifths (61.9%) of the activities were one minute or less in duration. Over one-quarter (26.3%) of the activities ranged from 2 to 5 minutes. Less than ten per cent (8.7%) of the activities ranged from 5.5 to 30 minutes. Only 3.1 per cent of the activities ranged from 30.5 minutes to over one hour.

Table 5.14
Summary* of Number of Activities for Each Category of Location
According to Time Intervals for Five Grades I-XII Principals

Category of Location	.5 minute	1 minute	2 minutes	2.5-5 minutes	5.5-10 minutes	10.5-30 minutes	30.5-60 minutes	Over 60 minutes
Desk	432	618	249	250	102	73	8	7
Administrative Area	190	249	58	34	2	2	0	0
Staff Room	73	133	47	69	30	30	0	2
Classroom	47	100	53	23	9	11	18	5
Hall	149	197	48	29	7	1	0	0
Yard	19	25	9	9	1	2	0	0
"Other"	9	50	18	11	2	6	0	0
Combination	9	33	21	34	9	7	0	1
Outside	3	7	14	17	6	31	27	49
Total	931	1412	517	476	168	163	53	64
Percentage	24.6	37.3	13.7	12.6	4.4	4.3	1.4	1.7

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

Composite of the Work of Five Principals by Distribution of Time among the Categories of Location

A composite of where the five principals apportioned their time among the eight categories of location is presented in Figure 5.6.

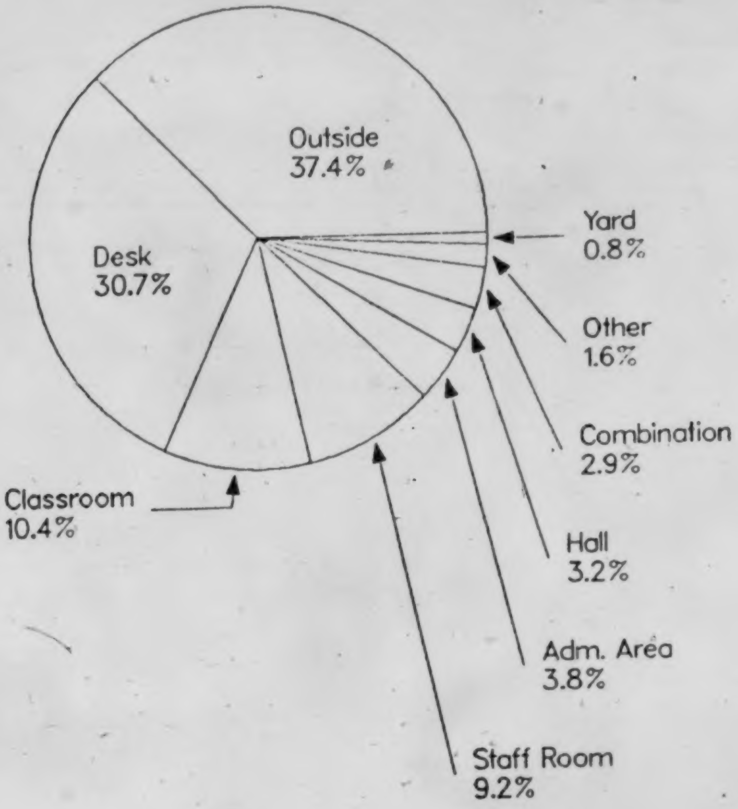

Figure 5.6
Circle Graph of Percentage Frequencies of Time Spent on Eight Categories of Location

The five principals spent over one-third of their total working time outside the school (37.4%) and under one-third of their time at their desks (30.7%). Just over one-tenth (10.4%) of their total working time was spent in classroom and nearly another one-tenth (9.2%) in the staff room. They spent 3.8 per cent of their time in activities in the administrative area and 3.2 per cent of their time in the hall. A combination of locations in the school accounted for 2.9 per cent of the time, followed by "other" locations in the school with 1.6 per cent and yard with .8 per cent.

Composite of Work of Five Principals by Distribution of Frequency of Activities among Eight Categories of Location

A composite of the frequency of activities in each of the eight categories of location is presented in Figure 5.7.

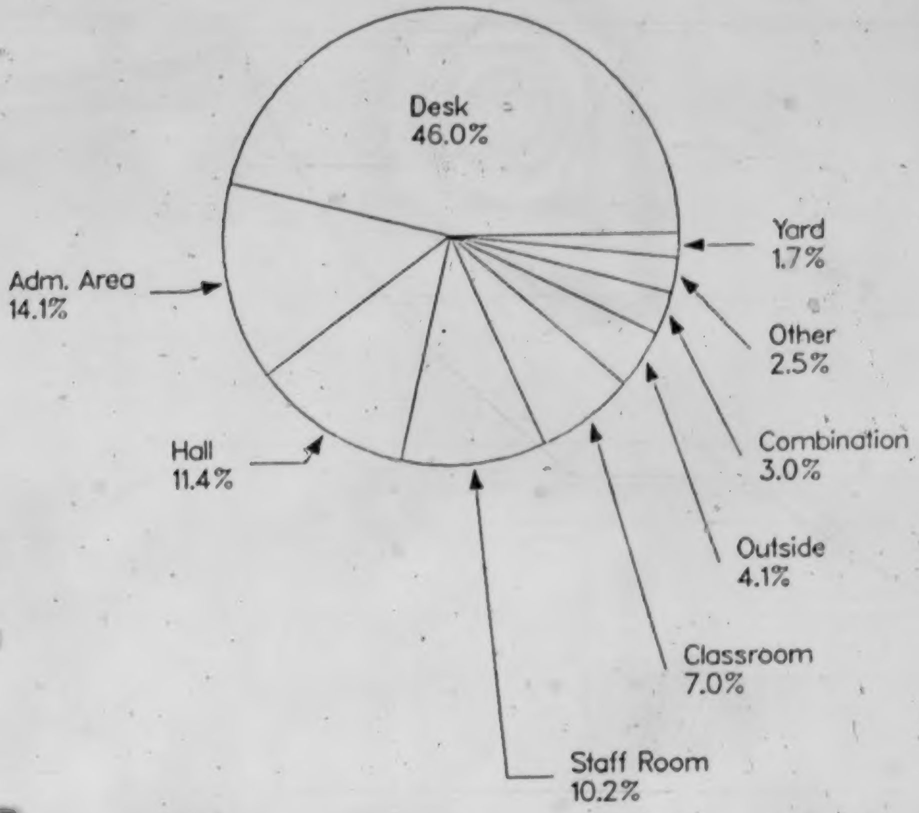

Figure 5.7
Circle Graph of Percentage Frequencies of Activities in Eight Categories of Location

Nearly one-half of the five principals' activities were at the desk, (46%), however, in proportion to time spent, the desk area placed second. Activities in the administrative area placed second with 14.1 per cent but placed fifth in proportion of time spent in that area. About one-tenth of the activities occurred in each of the locations hall (11.4%) and staff room (10.2%), however, these locations placed sixth and fourth, respectively, in proportion of time spent in those areas. The classroom placed fifth in number of activities (7%) and third in the proportion of time spent there. Activities outside the school placed sixth with 4.1 per cent, however, placed first when proportion of time was considered. Three per cent of the activities were in a combination of areas of the school and that area accounted for 2.9 per cent of time spent. "Other" areas of the school placed eighth in number of activities, 2.5 per cent, and also eighth when proportion of time was considered, or 1.6 per cent of the time spent. Yard placed last in number of activities, 1.7 per cent, and also last when proportion of time was considered, that is, .8 per cent of the total time spent.

CHAPTER 6

Analysis of Communication: Participants

Chapter 6 provides an analysis of participants, the "with whom" of communication. This chapter begins with an overview of the total time spent by each principal on various participant categories: alone with the observer, seven categories of extra-organizational participants and eight categories of intra-organizational participants. Then, patterns are shown of each principal's distribution of time among the categories of participants. Each of the categories under participants is analyzed according to time spent, frequency, average duration and percentage of total working time with each category of participants. Chapter 6 concludes with an aggregate of scores to present a composite description of the proportion of time the five principals spent on each category of participants.

Overview of Time Spent with Fifteen Categories of Participants, Time Spent Alone with the Observer and Time Spent When There Were No Participants

Tables 6.1 to 6.3 present an overview of the total time spent by each principal according to various categories of participants and Table 6.4 presents an overview of the number of activities according to categories of participants.

The data for participants were reported according to four major categories of participants: (1) seven pre-determined extra-organizational participants; (2) eight pre-determined intra-organizational participants; (3) solitary activity alone with the observer; and (4) solitary activity with no participants, not even the observer. The number of activities recorded in the four major categories of participants was 4862 activities, as indicated in Table 6.4, which represents 1078 more activities than the actual number of activities recorded in Table 4.1. The discrepancy was due to recording multiple categories of participants. The total

Table 6.1
Summary* of Time Spent with Seven Categories of Extra-Organizational Participants for Five Grades I-XII Principals

Categories of Participants	Composite (total)	Mean	1	2	3	4	5
Time Spent with Extra-Organizational Participants:							
superintendent of schools: minutes (hours)	390 (6.5)	78 (1.3)	146 (2.4)	15 (.3)	16 (.3)	156 (2.6)	57 (1)
other central office personnel: minutes (hours)	787.5 (13.1)	157.5 (2.6)	11 (.2)	203 (3.4)	284.5 (4.7)	199.5 (3.3)	89.5 (1.5)
parents and/or guardians: minutes (hours)	1101.5 (18.4)	220.3 (3.7)	16.5 (.3)	170 (2.8)	12 (.2)	779.5 (13)	123.5 (2)
trustees and/or parent committees: minutes (hours)	477 (8)	95.4 (1.6)	135 (2.3)	43 (.7)	0 (0)	5 (.08)	294 (5)
governments: minutes (hours)	2469 (41.2)	493.8 (8.2)	576 (9.6)	92 (1.5)	1256 (21)	85.5 (1.4)	459.5 (7.7)
peers: minutes (hours)	621.5 (10.4)	124.3 (2.1)	379 (6.3)	15 (.3)	186 (3.1)	40 (.7)	1.5 (.03)
other extra-organizational participants: minutes (hours)	3740 (62.3)	748 (12.5)	377 (6.3)	363 (6.1)	1786.5 (29.8)	750 (12.5)	463.5 (7.7)
Total for Extra-Organizational Participants: minutes (hours)	9586.5 (159.8)	1917.3 (32)	1640.5 (27.3)	901 (15)	3541 (59)	2015.5 (33.6)	1488.5 (24.8)

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

Table 6.2
Summary* of Time Spent with Eight Categories of Intra-Organizational Participants for Five Grades I-XII Principals

Category of Participants	Composite (total)	Mean	1	2	3	4	5
Time Spent with Intra-Organizational Participants:							
vice-principal: minutes (hours)	1386.5 (23.1)	277.3 (4.6)	638 (10.6)	381 (6.4)	36 (.6)	132.5 (2.2)	199 (3.3)
teachers: minutes (hours)	4985.5 (83.1)	997.1 (16.6)	913.5 (15.2)	1464.5 (24.4)	787 (13.1)	912.5 (15.2)	908 (15.1)
students: minutes (hours)	4402 (73.4)	880.4 (14.7)	471.5 (7.9)	1340 (22.3)	510 (8.5)	1437.5 (24)	643 (10.7)
secretary: minutes (hours)	1002.5 (16.7)	200.5 (3.3)	210 (3.5)	322.5 (5.4)	35 (.6)	189.5 (3.2)	245.5 (4.1)
aide: minutes (hours)	417.5 (7)	83.5 (1.4)	33.5 (.6)	221 (3.7)	8.5 (.1)	68.5 (1.1)	86 (1.4)
bus driver: minutes (hours)	115.5 (1.9)	23.1 (.4)	0 0	0 0	0 0	24.5 (.4)	91 (1.5)
janitor: minutes (hours)	92.5 (1.5)	18.5 (.3)	18.5 (.3)	66 (1.1)	1 (.02)	0 0	7 (.1)
other intra-organizational participants: minutes (hours)	384.5 (6.4)	76.9 (1.3)	384.5 (6.4)	0 0	0 0	0 0	0 0
Total for Intra-organizational Participants: minutes (hours)	12,786.5 (213.1)	2557.3 (42.6)	2669.5 (44.5)	3795 (63.3)	1377.5 (23)	2765 (46.1)	2179.5 (36.3)

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

Table 6.3
Summary* of Time Spent with All Categories of "Participants" for Five Grades I-XII Principals

Category of Participants	Composite (Total)	Mean	1	2	3	4	5
Total Time Spent with Extra Organizational Participants: minutes (hours)	9,586.5 (159.8)	1917.3 (32)	1640.5 (27.3)	901 (15)	3541 (59)	2015.5 (33.6)	1488.5 (24.8)
Total Time Spent with Intra-Organizational Participants: minutes (hours)	12,786.5 (213.1)	2557.3 (42.6)	2669.5 (44.5)	3795 (63.3)	1377.5 (23)	2765 (46.1)	2179.5 (36.3)
Time Spent Alone with Observer: minutes (hours)	2,425.5 (40.4)	485.1 (8.1)	510 (8.5)	580 (9.7)	272.5 (4.5)	442 (7.4)	621 (10.4)
Time Spent with No Participants: minutes (hours)	1,073 (17.9)	214.6 (3.6)	340.5 (5.7)	33.5 (.6)	591 (9.9)	85 (1.4)	23 (.4)
Total Time Spent with All Categories of Participants: minutes (hours)	25,871.5 (431.2)	5174.3 (86.2)	5160.5 (86)	5309.5 (88.5)	5782 (96.4)	5307.5 (88.5)	4312 (71.9)

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

Table 6.4
Summary* of Number of Activities in All Categories of "Participants" for Five Grades I-XII Principals

Category of Participants	Composite (Total)	Mean	1	2	3	4	5
Number of Activities with Extra-Organizational Participants	1168	233.6	140	205	145	289	389
Average Duration in Minutes	8.2		11.7	4.4	24.4	7	3.8
Proportion of Activities	24%		22.2%	17%	33.8%	23.7%	28.2%
Number of Activities with Intra-Organizational Participants	3029	605.8	386	870	201	762	810
Average Duration in Minutes	4.2		6.9	4.4	6.9	3.6	2.7
Proportion of Activities	62.3%		61.3%	72.4%	46.8%	62.4%	58.7%
Number of Activities Alone with the Observer	634	126.8	99	125	66	168	176
Average Duration in Minutes	3.8		5.2	4.6	4.1	2.6	3.5
Proportion of Activities	13.1%		15.7%	10.4%	15.4%	13.8%	12.7%
Number of Activities with No Participants	31	6.2	5	2	17	1	6
Average Duration in Minutes	34.6		68.1	16.8	34.8	85	3.8
Proportion of Activities	.6%		.8%	.2%	4%	.1%	.4%
Total Number of Activities in All Categories of "Participants:"	4862	972.4	630	1202	429	1220	1381

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

adjusted time spent in the category participants was 431.2 hours, as indicated in Table 6.3, which represents 169.4 additional hours to the total number of hours worked, 261.8 hours, recorded in Table 4.1. Again, the discrepancy is due to activities with multiple participants.

Table 6.1 presents a break-down of time according to the seven categories of participants under extra-organizational participants. Nearly one-quarter of the total working time (24%) was spent with two categories of participants: other extra-organizational participants and government. The category other extra-organizational participants required the most time, 14.5 per cent of the time; other extra-organizational participants were represented by organizations, businesses and other participants that were external to the principals' schools. Governments received 9.5 per cent of the total working time; governments were represented by Alberta Education, Alberta Advanced Education, Alberta Energy and Natural Resources, Alberta Housing Corporation, Alberta Fish and Wildlife, Alberta Recreation and Parks, Alberta Social Services, AADAC and the RCMP. The principals spent thirteen per cent of their time with the other five categories of extra-organizational participants: parents and/or guardians (4.3%), other central office personnel (3%), peers (2.4%), trustees and/or parent committees (1.8%) and the superintendent of schools (1.5%).

Table 6.2 presents a break-down of time according to the eight categories of participants under intra-organizational participants. Over thirty-six per cent of the total working time (36.3%) was spent with the two categories of teachers (19.3%) and students (17.%). The remaining 13.2% of the time was spent with the vice-principal (5.4%), the secretary (3.9%), the aide (1.6%), other intra-organizational participants (1.5%), bus driver (.4%) and the janitor (.4%).

Table 6.3 presents a summary of time according to the four major categories of participants: a summary of the two categories noted above, that is, the intra- and extra-organizational participants and the two forms of solitary activities. The category "alone with observer" represents time when principals could engage in solitary activities, generally desk work like mail, checking files or preparing materials to take to a meeting. The second category is represented in activities where there were no participants, not even the observer, generally travel activities or activities where the observer was excluded, for example, washroom breaks or voting. The five principals spent nearly one-tenth of their total working time (9.5%) alone with the observer and four per cent of their total working time with no participants.

Table 6.4 presents the number of activities recorded in the four major categories of participants. Sixty-two per cent of the activities were recorded with intra-organizational participants. Principal 2 recorded a high of 870 activities with intra-organizational participants while Principal 3 recorded a low of 201 activities with intra-organizational participants. Nearly one-quarter of the activities (24%) were recorded with extra-organizational participants. Principal 5 recorded a high of 389 activities with extra-organizational participants while Principal 1 recorded a low of 140 activities with extra-organizational participants. Thirteen per cent of the activities were recorded alone with the observer. Principal 5 recorded a high of 176 activities alone with the observer while Principal 3 recorded a low of 66 activities alone with the observer. One per cent of the activities were recorded with no participants. Principal 3 recorded a high of 17 activities with no participants while Principal 4 recorded one activity with no participants.

In order to save space, all the tables listed in this chapter identify the principals according to number 1 to 5 placed below the heading and preceding the data.

Pattern of Each Principal's Work by Distribution of Time among Categories of Participants

Figures 6.1 to 6.5 depict a pattern of each principal's work according to the distribution of time among the categories of activities under participants.

Principal 1. Figure 6.1 represents the proportion of Principal 1's total time among four major categories of activities under participants.

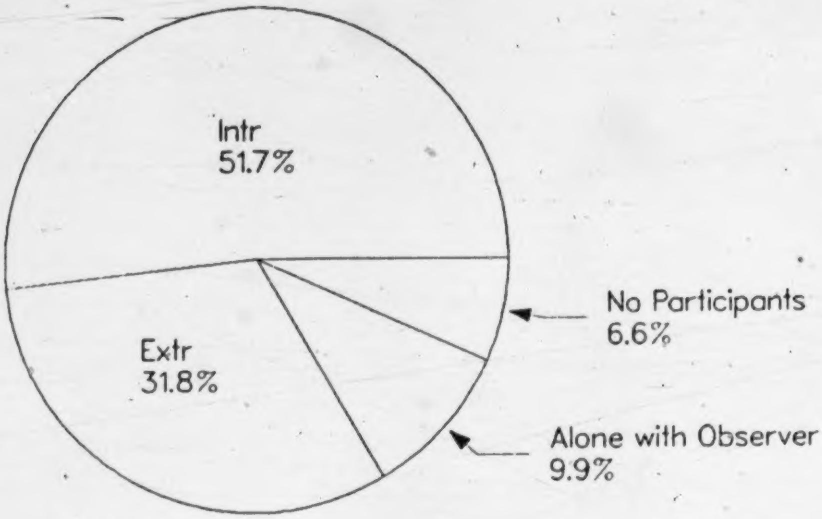

Figure 6.1
Proportion of Total Time Spent on Four Major
Categories of Participants by Principal 1

The largest portion of Principal 1's time was spent with intra-organizational participants, that is, 51.7 per cent of the time was spent with people within the school. The proportions were: teachers, 17.7%; vice-principal, 12.4%; students, 9.1%; elementary coordinator, 7.4%; secretaries, 4.1%; aides, .6%; janitor, .4%; bus drivers, 0%. The next largest portion of time was spent with extra-organizational participants, that is, 31.8 per cent of the time with people external to the school setting. The proportions were: governments, 11.2%; peers, 7.4%; other extra-organizational, 7.3%; superintendent of schools, 2.8%; trustees/parent committees, 2.6%; parents/guardians, .3%; other central office, .2%; The category alone with the observer was represented by 9.9 per cent of the principal's time. The category with no participants required the smallest portion of time, that is, 6.6 per cent. Principal 1 was in the school four out of the five days when data were collected.

Principal 2. Figure 6.2 represents the proportion of Principal 2's total time among four major categories of activities under participants. Principal 2, among the five principals observed, spent the largest proportion of time with intra-organizational participants, that is, 71.5 per cent of the time. The proportions were: teachers, 27.6%; students, 25.2%; vice-principals, 7.2%; secretaries, 6.1%; aide, 4.2%; janitor, 1.2%; bus drivers and other intra-organizational, 0% each. Extra-organizational participants required 17 per cent of the total time, the smallest proportion of time with extra-organizational participants among the five principals. The proportions were: other extra-organizational, 6.9%; other central office, 3.8%; parents/guardians, 3.2%; governments, 1.7%; trustees/parent committees, .8%; peers and superintendent of schools, .3% each. Time alone with the observer accounted for 10.9 per cent of the total time and the category with no participants required .6 per cent of the total time. Principal 2 was in the school on all five days when data were collected.

Principal 3. Figure 6.3 represents the proportion of Principal 3's total time among the four major categories under participants. By far the largest proportion of Principal 3's time was spent with extra-organizational participants; the 61.3 per cent of total time with extra-organizational participants represents the largest percentage of time with extra-organizational participants among all five principals. The proportions were: other extra-organizations, 31%; governments, 21.7%; other central office, 4.9%; peers, 3.2%; superintendent of schools, .3%; parents/guardians, .2%; trustees/parent committees, 0%. Principal 3 spent 3.5 days out of the five days in activities outside the school. Because Principal 3 spent only 1.5 days in the school, only 23.8 per cent of the total time was spent with intra-organizational participants, the lowest percentage of time with intra-organizational participants among the five principals. The proportions were: teachers, 13.6%; students, 8.8%; vice-principal and secretaries, .6% each; aides, .2%; janitor, .02%; bus drivers and other intra-organizational, 0% each. Time where there were no participants accounted for 10.2

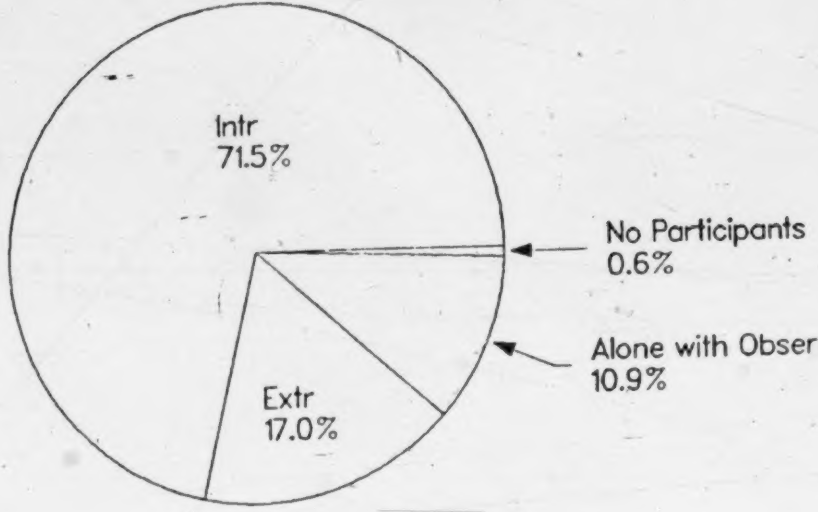

Figure 6.2
Proportion of Total Time Spent on Four Major
Categories of Participants by Principal 2

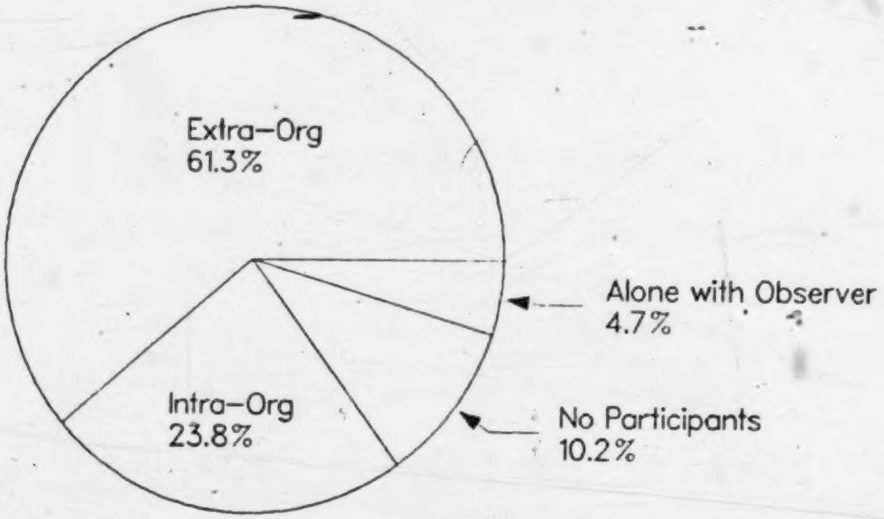

Figure 6.3
Proportion of Total Time Spent on Four Major
Categories of Participants by Principal 3

per cent of the total time, the largest percentage of time with no participants among the five principals. Time alone with the observer represented 4.7 per cent of the total time; the smallest proportion of time alone with the observer among the five principals.

Principal 4. Figure 6.4 represents the proportion of Principal 4's total time among the four major categories of activities under participants. Principal 4 spent the largest proportion of time with intra-organizational participants, that is, 52.1 per cent of the total time. The proportions were: students, 27.1%; teachers, 17.2%; secretary, 3.6%; vice-principal, 2.5%; aide, 1.3%; bus drivers, .4%; janitors and other intra-organizational, 0% each. Extra-organizational participants represented 38 per cent of the working time. The proportions were: parents/guardians, 14.7%; other extra-organizational 14.1%; other central office, 3.8%; superintendent of schools, 2.9%; governments, 1.6%; peers, .8%; trustees/parent committees, .1%. Time alone with the observer accounted for 8.3 per cent. The smallest proportion of time, 1.6 per cent, was spent on activities where there were no participants. Principal 4 was in the school on all five days when data were collected.

Principal 5. Figure 6.5 represents the proportion of Principal 5's total time among the four major categories of activities under participants. Principal 5 spent one-half of the total time, that is 50.5 per cent, with intra-organizational participants. The proportions were: teachers, 21%; students, 14.9%; secretary, 5.7%; vice-principal, 4.6%; bus drivers, 2.1%; aides, 2%; janitor, .2%; other intra-organizational, 0%. The next largest proportion of time was 34.5 per cent of the total time spent with extra-organizational participants. The proportions were: governments and other extra-organizational, 10.7% each; trustees/parent committees, 6.8%; parents/guardians, 2.9%; other central office, 2.1%; superintendent of schools, 1.3%; peers, .03%. Time alone with the observer represented 14.5 per cent, the largest proportion of time alone with the observer among the five principals. Time where there were no participants represented .5 per cent of the total time, the smallest proportion of time with no participants among the five principals. Principal 5 was in the school on all five days when data were collected.

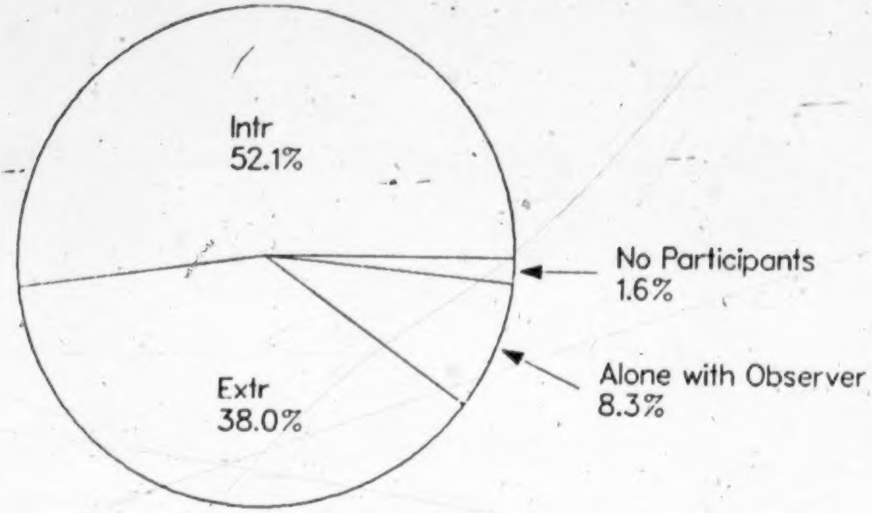

Figure 6.4
Proportion of Total Time Spent on Four Major
Categories of Participants by Principal 4

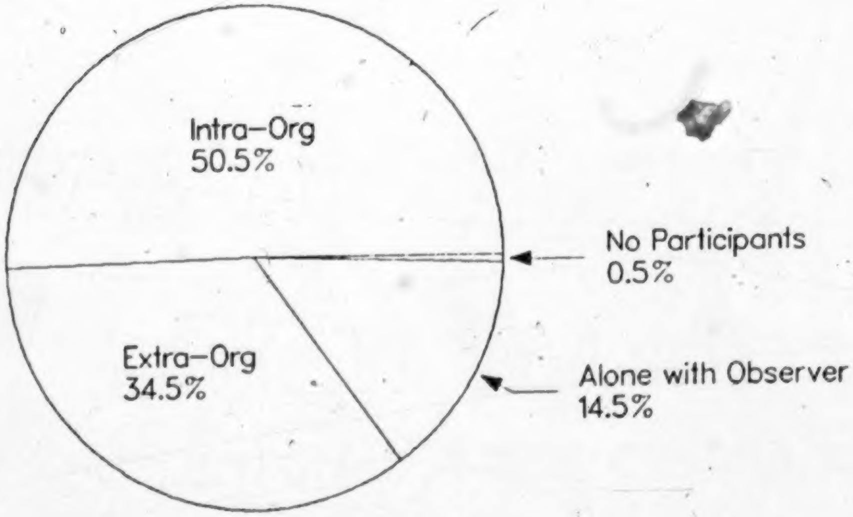

Figure 6.5
Proportion of Total Time Spent on Four Major
Categories of Participants by Principal 5

Rank Order of Time Spent with Seventeen Categories of Participants

Table 6.5 presents the rank order of each principal's total working time for seventeen categories of participants where number 1 represents the largest proportion of time and number 17 represents the proportion of time spent with the particular category of participants.

Four categories of participants, that is, teachers, students, alone with the observer and other extra-organizational participants ranked in the top half of the time spent with these participants for each principal. The category teachers was very high: (1) three principals were ranked first; (2) Principal 4 was ranked second; and (3) Principal 3 was ranked third. The category students also ranked high: (1) Principal 4 was ranked first; (2) two principals were ranked second; and (3) two principals were ranked fifth. The category alone with the observer was also high: (1) two principals were ranked third; (2) Principal 1 was ranked fourth; (3) Principal 4 was ranked fifth; and (4) Principal 3 was ranked seventh. The category other extra-organizational participants was also high: (1) Principal 3 was ranked first; (2) two principals were ranked fourth; (3) Principal 2 was ranked fifth; and (4) Principal 1 was ranked eighth.

Ten categories of participants ranked moderately high, that is, governments, vice-principal, secretary, other central office personnel, parent and/or guardians, no participants, aide, superintendent of school, peers, trustees and/or parent committees. Governments ranged from a high of second place for Principal 3 to a low of tenth place for Principals 2 and 4. The vice-principal ranged from a high of 2 for Principal 1 to a low of 9 for Principals 3 and 4. The secretary ranged from a high of 6 for Principal 2 to a low of 10 for Principals 1 and 3. Other central office personnel ranged from a high of 6 for Principals 3 and 4 to a low of 16 for Principal 1. Parents and/or guardians ranged from a high of 3 for Principal 4 to a low of 15 for Principal 1. No participants ranged from a high of 4 for Principal 3 to a low of 14 for Principal 5. The aide ranged from a high of 7 for Principal 2 to a low of 13 for Principals 1 and 3. The superintendent of schools ranged from a high of 8 for Principal 4 to a

Table 6.5
Rank Order* of Time Spent with Seventeen Categories of Participants for Five Grades I-XII Principals

Category of Participants	1	2	3	4	5
Extra-Organizational Participants:					
superintendent of schools	11	14.5[1]	11	8	13
other central office personnel	16	8	6	6	11
parents and/or guardians	15	9	12	3	9
trustees and/or parent committees	12	12	16[1]	15	6
governments	3	10	2	10	5
peers	7	14.5[1]	8	13	16
other extra-organizational	8	5	1	4	4
Intra-Organizational Participants:					
vice-principal	2	4	9	9	8
teachers	1	1	3	2	1
students	5	2	5	1	2
secretary	10	6	10	7	7
aide	13	7	13	12	12
bus driver	17	16.5[1]	16[1]	14	10
janitor	14	11	14	16.5[1]	15
other intra-organizational	6	16.5[1]	16[1]	16.5[1]	17
Alone with the Observer	4	3	7	5	3
No Participants	9	13	4	11	14

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)
[1] Tied rank

low of 14.5 for Principal 2. Peers ranged from a high of 7 for Principal 1 to a low of 16 for Principal 5. Trustees and/or parent committees ranged from a high of 6 for Principal 5 to a low of 16 for Principal 3.

Three categories of participants, that is, janitor, other intra-organizational participants and bus driver ranked well in the bottom half of participants with whom the principals spent time. The category janitor received a low ranking for each of the principals: (1) for Principal 2 this category ranked 11; (2) for Principals 1 and 3 it ranked 14; (3) for Principal 5 it ranked 15; and (4) for Principal 4 it ranked 16.5. Other intra-organizational participants were ranked sixth for Principal 1 and ranked in the last places for the other principals; only Principal 1 recorded any activities in this category, and, in this case, it related to interactions with an elementary coordinator. Bus drivers ranked very low on this time spent variable: (1) for Principal 5 this category ranked 10; (2) for Principal 4 it ranked 14; and (3) for the remaining three principals who had no contacts with bus drivers, it received the lowest possible ranking.

Summary of the Data for Each Category of Activity under Participant

Alone with observer. Table 6.6 presents the data for time spent by each of the five principals alone with the observer, time during which the principal could engage in solitary activities. Telephone calls and announcements on the public address system which intruded occasionally into the principals' solitary activities were included in the appropriate categories and not counted in computing time spent on the two types of solitary activities.

Included in time alone with the observer when the principal was involved in solitary activities were: (1) conversations with the observer, scheduled meetings with the observer and diary forms being given to the observer for a total of 164 activities lasting 917 minutes; (2) time spent on "mail" by the principal for a total of 321 activities lasting 1216.5 minutes; and (3) time spent by the principal where there were no participants, generally when the principal was checking files or gathering materials to go to meetings for a total of 149 activities lasting 292 minutes. Detailed information on each principal's recorded activities is available in Supplement 3 from the researcher.

A total of 634 activities occurred alone with the observer for a total time of 2425.5 minutes. The number of solitary activities ranged from a high of 176 activities for Principal 5 to a low of 66 activities for Principal 3. Principal 5 spent the most time alone with the observer for a total of 621 minutes and Principal 3 spent the least time, 272.5 minutes. The average duration of each solitary activity for the five principals was 3.8 minutes; the average duration of each activity ranged from a high of 5.2 minutes for Principal 1 to a low of 2.6 minutes for Principal 4. The proportion of time spent on solitary activities alone with the observer for the five principals was 9.5 per cent; the proportion of time on solitary activities ranged from a high

Table 6.6

Summary* of Time Spent Alone with the Observer for Five Grades I-XII Principals

Alone with Observer	1	2	3	4	5
Number of Solitary Activities	99[1]	125	66[2]	168	176
Average Number per Day	24.8	25	16.5	33.6	35.2
Time on Solitary Activities: minutes (hours)	510 (8.5)	580 (9.7)	272.5 (4.5)	442 (7.4)	621 (10.4)
Average Duration in Minutes	5.2	4.6	4.1	2.6	3.5
Proportion of Total Working Time	9.9%	10.9%	4.7%	8.3%	14.5%

*Based on a Total of 5 Weeks of Observation Time and Diaries

[1] Based on 4 days of in-school observation

[2] Based on 1.5 days of in-school observation and 2.5 days of observation external to the school

of 14.5 per cent of the total working time for Principal 5 to a low of 4.7 per cent for Principal 3.

Superintendent of schools. Table 6.7 presents the data for time spent by each of the five principals with the superintendent of schools.

A total of 58 activities occurred with the superintendent of schools for a total of 390 minutes, an average of 11.6 activities per principal. The number of activities with the superintendent of schools ranged from a high of 23 activities for Principal 4 to a low of 4 for Principals 2 and 3. Principal 4 spent the most time with the superintendent of schools for a total of 156 minutes while Principal 2 spent the least time, 15 minutes. The average duration of each activity with the superintendent of schools for the five principals was 6.7 minutes; the average duration of each activity ranged from a high of 18.3 minutes for Principal 1 to a low of 3 minutes for Principal 5. The proportion of time spent with the superintendent of schools for the five principals was 1.5 per cent; the proportions ranged from a high of 2.9 per cent for Principal 4 to a low of .3 per cent for Principals 2 and 3.

Table 6.7
Summary* of Time Spent with the Superintendent of Schools for Five Grades I-XII Principals

Superintendent of Schools	1	2	3	4	5
Number of Activities with the Superintendent of Schools	8	4	4	23	19
Average Number per Day	1.6	.8	.8	4.6	3.8
Time of Activities with the Superintendent of Schools: minutes (hours)	146 (2.4)	15 (.3)	16 (.3)	156 (2.6)	57 (1)
Average Duration in Minutes	18.3	3.8	4	6.8	3
Proportion of Total Working Time	2.8%	.3%	.3%	2.9%	1.3%

*Based on a Total of 5 Weeks of Observation Time and Diaries

Central office personnel. Table 6.8 presents the data for time spent by each of the five principals with central office personnel, other than the superintendent of schools.

Central office personnel for the five principals observed consisted of the following: secretary-treasurer, assistant secretary-treasurer, accountant, county office polling clerk, maintenance supervisor, secretary to the superintendent of schools, assistant superintendent of schools, Director of Instruction, Director of Special Services, Director of Facilities, Language Arts Consultant, assistant to the Language Arts Consultant and psychologist.

A total of 147 activities occurred with other central office personnel for a total of 787.5 minutes, an average of 29.4 activities per principal. The number of activities with other central office personnel ranged from a high of 46 activities for Principal 4 to a low of 4 activities for Principal 1. Principal 3 spent the most time with central office personnel for a total of 284.5 minutes and Principal 1 spent the least time, 11 minutes. The average duration of each activity with other central office personnel for the five principals was 5.4 minutes; the average duration of each activity ranged from a high of 8.4 minutes for Principal 3 to a low of 2.8 minutes for Principal 1. The proportion of time spent with other central office personnel was 3 per cent for the five principals; the proportion of time ranged from a high of 4.9 per cent for Principal 3 to

Table 6.8
Summary* of Time Spent with Central Office Personnel[1]
for Five Grades I-XII Principals

Central Office Personnel	1	2	3	4	5
Number of Activities with Central Office Personnel	4	38	34	46	25
Average Number per Day	.8	7.6	6.8	9.2	5
Time on Activities with Central Office Personnel: minutes (hours)	11 (.2)	203 (3.4)	284.5 (4.7)	199.5 (3.3)	89.5 (1.5)
Average Duration in Minutes	2.8	5.3	8.4	4.3	3.6
Proportion of Total Working Time	.2%	3.8%	4.9%	3.8%	2.1%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] Excludes the superintendent of schools

a low of .2 per cent for Principal 1.

Parents and/or guardians. Table 6.9 presents that data for time spent by each of five principals with parents and/or guardians.

The five principals were involved in 133 activities with parents and/or guardians for a total of 1101.5 minutes, an average of 26.6 activities per principal. The number of activities with parents and/or guardians ranged from a high of 44 activities for Principal 2 to a low of 9 for Principals 1 and 3. Principal 4 spent the most time with parents/guardians for a total of 779.5 minutes while Principal 3 spent the least, 12 minutes. The average duration of each activity with parents/guardians for the five principals was 8.3 minutes; the average duration of each activity ranged from a high of 24.4 minutes for Principal 4 to a low of 1.3 minutes for Principal 3. The proportion of total working time spent with parents/guardians for the five principals was 4.3 per cent; the proportion of time ranged from a high of 14.7 per cent for Principal 4 to a low of .2 per cent for Principal 3.

Trustees and/or parent committees. Table 6.10 presents the data for time spent by each of the five principals with trustees and/or parent committees.

Table 6.9
Summary* of Time Spent with Parents and/or Guardians for Five Grades I-XII Principals

Parents and/or Guardians	1	2	3	4	5
Number of Activities with Parents and/or Guardians	9	44[1]	9	32[2]	39
Average Number per Day	1.8	8.8	1.8	6.4	7.8
Time on Activities with Parents and/or Guardians: minutes (hours)	16.5 (.3)	170 (2.8)	12 (.2)	779.5 (13)	123.5 (2)
Average Duration in Minutes	1.8	3.9	1.3	24.4	3.2
Proportion of Total Working Time	.3%	3.2%	.2%	14.7%	2.9%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] An additional activity lasting 180 minutes was logged on a week-end.
[2] An additional activity lasting 780 minutes was logged on a week-end.

Table 6.10
Summary* of Time Spent with Trustees and/or Parent Committees for Five Grades I-XII Principals

Trustees and/or Parent Committees	1	2	3	4	5
Number of Activities with Trustees and/or Parent Committees	1	5	0	2	9
Average Number per Day	.2	1	0	.4	1.8
Time on Activities with Trustees and/or Parent Committees: minutes (hours)	135 (2.3)	43 (.7)	0 0	5 (.08)	294 (5)
Average Duration in Minutes	135	8.6	0	2.5	32.7
Proportion of Total Working Time	2.6%	.8%	0	.1%	6.8%

*Based on a Total of 5 Weeks of Observation Time and Diaries

The five principals were involved in 17 activities with trustees and/or parent committees for a total of 477 minutes, an average of 3.4 activities per principal. The number of activities with trustees/parent committees ranged from a high of 9 for Principal 5 to a low of 0 for Principal 3. Principal 5 spent the most time in this category of participant, 294 minutes and Principal 3 spent no time with this category. The average duration of each activity for the five principals was 28.1 minutes; the average duration of each activity ranged from a high of 135 minutes for Principal 1 to a low of no time for Principal 3. The proportion of time spent with trustees/ parent committees for the five principals was 1.8 per cent; the proportion of time ranged from a high of 6.8 per cent for Principal 5 to a low of 0 for Principal 3.

Governments. Table 6.11 presents the data for time spent by each of the five principals with governments.

The five principals were involved in 267 activities with governments for a total of 2469 minutes, an average of 53.4 activities per principal. The number of activities with governments ranged from a high of 130 activities for Principal 5 to a low of 26 for Principal 2. Principal 3 spent the most time with governments for a total of 1256 minutes and Principal 4 spent the least time, 85.5 minutes. The average duration of each activity with governments for the five principals was 9.2 minutes; the average duration of each activity ranged from a high of 33.1 minutes for Principal 3 to 2.3 minutes for Principal 4. The proportion of time spent with governments for the five principals was 9.5 per cent of the total working time; the proportion of time ranged from a high of 21.7 per cent for Principal 3 to a low of 1.6 per cent for Principal 4.

For the five Grades I-XII principals in this study, the category "governments" was represented by the following: (1) Alberta Education contributed to 193 activities lasting 2063 minutes; (2) 19 activities lasting 253.5 minutes occurred with AADAC; (3) 19 activities lasting 39.5 minutes occurred with the local health unit; (4) 13 activities lasting 60.5 minutes occurred with the RCMP; (5) 10 activities lasting 28.5 minutes occurred with Alberta Energy and Natural Resources; (6) 5 activities lasting 9 minutes occurred with Social Services; (7) 4 activities lasting 8 minutes occurred with the Student Finance Board of Education; and (8) 4 activities lasting 7 minutes occurred with each of the following: Alberta Housing Corporation,

Table 6.11
Summary* of Time Spent with Governments
for Five Grades I-XII Principals

Governments	1	2	3	4	5
Number of Activities with Governments	35	26	38	38	130
Average Number per Day	7	5.2	7.6	7.6	26
Time on Activities with Governments: minutes (hours)	576 (9.6)	92 (1.5)	1256 (21)	85.5 (1.4)	459.5 (7.7)
Average Duration in Minutes	16.5	3.5	33.1	2.3	3.5
Proportion of Total Working Time	11.2%	1.7%	21.7%	1.6%	10.7%

*Based on a Total of 5 Weeks of Observation Time and Diaries

Fish and Wildlife, Recreation and Parks and an Interdepartmental group comprising of Advanced Education, Recreation, Education and Culture. Detailed information on each principal's recorded activities with sub-sections of governments is available in Supplement 3 from the researcher.

Peers. Table 6.12 presents the data for time spent by each of the five principals with peers.

A total of 37 activities occurred with peers for a total of 621.5 minutes, an average of 7.4 activities per principal. Principal 1 spent the most time with peers, a total of 379 minutes while Principal 5 spent the least time, 1.5 minutes. The average duration of each activity with peers for the five principals was 16.8 minutes; the average duration ranged from a high of 31.6 minutes for Principal 1 to a low of .8 minutes for Principal 5. The proportion of total working time spent with peers for the five principals was 2.4 per cent; the proportion of time with peers ranged from a high of 7.4 per cent for Principal 1 to a low of .03 per cent for Principal 5.

Other extra-organizational participants. Table 6.13 presents the data for time spent by each of the five principals with other extra-organizational participants.

Table 6.12
Summary* of Time Spent with Peers
for Five Grades I-XII Principals

Peers	1	2	3	4	5
Number of Activities with Peers	12	6	7	10[1]	2
Average Number per Day	2.4	1.2	1.4	2	.4
Time on Activities with Peers: minutes (hours) (hours)	379 (6.3)	15 (.3)	186 (3.1)	40 (.7)	1.5 (.03)
Average Duration in Minutes	31.6	2.5	26.6	4	.8
Proportion of Total Working Time	7.4%	.3%	3.2%	.8%	.03%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] An additional activity lasting 780 minutes was logged on a week-end.

Table 6.13
Summary* of Time Spent with Other Extra-Organizational
Participants for Five Grades I-XII Principals

Other Extra-Organizational Participants	1	2	3	4	5
Number of Activities with Other Extra-Organizational Participants	71	82[1]	53	138[2]	165
Average Number per Day	14.2	16.4	10.6	27.6	33
Time on Activities with Other Extra-Organizational Participants: minutes (hours)	377 (6.3)	363 (6.1)	1786.5 (29.8)	750 (12.5)	463.5 (7.7)
Average Duration in Minutes	5.3	4.4	33.7	5.4	2.8
Proportion of Total Working Time	7.3%	6.9%	31%	14.1%	10.7%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] An additional activity lasting 180 minutes was logged on a week-end.
[2] An additional activity lasting 780 minutes was logged on a week-end.

A total of 509 activities occurred with other extra-organizational participants for a total of 3740 minutes, an average of 101.8 activities per principal. The number of activities with other extra-organizational participants ranged from a high of 165 activities for Principal 5 to a low of 53 for Principal 3. Principal 3 spent the most time with this category of participants for a total of 1786.5 minutes while Principal 2 spent the least time, 363 minutes. The average duration of each activity with extra-organizational participants for the five principals was 7.3 minutes; the average duration of each activity ranged from a high of 33.7 minutes for Principal 3 to a low of 2.8 minutes for Principal 5. The proportion of total working time spent with other extra-organizational participants was 14.5 per cent; the proportion of time in this category ranged from a high of 31 per cent for Principal 3 to a low to 6.9 per cent for Principal 2.

The category other extra-organizational participants can be divided into three groups: (1) 407 activities lasting 3344 minutes were created by individuals (the observer, teacher applicants, substitute teachers, central office personnel and teachers external to the school, church ministers/priests, speakers, adults in the community, polling clerk, wife); (2) 45 activities lasting 232.5 minutes involved organizations (universities, colleges, societies, associations, boards); and (3) 57 activities lasting 163.5 minutes involved businesses (banks, stores, companies, publishing houses). Detailed information on each principal's recorded activities with other extra-organizational participants is available in Supplement 3 from the researcher.

Vice-Principals. Table 6.14 presents the data for time spent by each of the five principals with the vice-principal(s).

The five principals were involved in 298 activities with vice-principals for a total of 1386.5 minutes, an average of 59.6 activities per principal. The number of activities with vice-principals ranged from a high of 85 for Principal 2 to a low of 20 for Principal 3. Principal 1 spent the most time with the vice-principal for a total of 638 minutes and Principal 3 spent the least, 36 minutes. The average duration of each activity for the five principals was 4.7 minutes; the average duration of each activity ranged from a high of 9.7 minutes for Principal 1 to a low of 1.8 minutes for Principal 3. The proportion of total working time spent with vice-principals for the five principals was 5.4 per cent; the proportion of time with vice-principals ranged from a high of 12.4 per cent for Principal 1 to a low of .6 per cent for

Table 6.14
Summary* of Time Spent with Vice-Principals
for Five Grades I-XII Principals

Vice-Principals	1	2	3	4	5
Number of Activities with Vice-Principals	66	85[1]	20	44[2]	83
Average Number per Day	13.2	17	4	8.8	16.6
Time on Activities with Vice-Principals: minutes (hours)	638 (10.6)	381 (6.4)	36 (.6)	132.5 (2.2)	199 (3.3)
Average Duration in Minutes	9.7	4.5	1.8	3	2.4
Proportion of Total Working Time	12.4%	7.2%	.6%	2.5%	4.6%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] An additional activity lasting 180 minutes was logged on a week-end.
[2] Two additional activities lasting 90 minutes were logged on a week-end.

Principal 3.

Teachers. Table 6.15 presents the data for time spent by each of the five principals with teachers.

The five principals were involved in 1246 activities with teachers lasting 4985.5 minutes, an average of 249.2 activities per principal. The number of activities with teachers ranged from a high of 403 for Principal 4 to a low of 96 for Principal 3. Principal 2 spent the most time with teachers for a total of 1464.5 minutes while Principal 3 spent the least time, 787 minutes. The average duration of each activity with teachers for the five principals was 4 minutes; the average duration of each activity ranged from a high of 8.2 minutes for Principal 3 to a low of 2.3 minutes for Principal 4. The proportion of total working time spent with teachers for the five principals was 19.3 per cent; the proportion of time with teachers ranged from a high of 27.6 per cent for Principal 2 to a low of 13.6 per cent for Principal 3.

Students. Table 6.16 presents the data for time spent by each of the five principals with students.

Table 6.15
Summary* of Time Spent with Teachers
for Five Grades I-XII Principals

Teachers	1	2	3	4	5
Number of Activities with Teachers	142	293[1]	96	403[2]	312
Average Number per Day	28.4	58.6	19.2	80.6	62.4
Time on Activities with Teachers: minutes (hours)	913.5 (15.2)	1464.5 (24.4)	787 (13.1)	912.5 (15.2)	908 (15.1)
Average Duration in Minutes	6.4	5	8.2	2.3	2.9
Proportion of Total Working Time	17.7%	27.6%	13.6%	17.2%	21%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] Four additional activities lasting 280 minutes were logged on a week-end.
[2] Four additional activities lasting 900 minutes were logged on a week-end.

Table 6.16
Summary* of Time Spent with Students
for Five Grades I-XII Principals

Students	1	2	3	4	5
Number of Activities with Students	64	211[1]	41	217[2]	196
Average Number per Day	12.8	42.2	8.2	43.4	39.2
Time on Activities with Students: minutes (hours)	471.5 (7.9)	1340 (22.3)	510 (8.5)	1437.5 (24)	643 (10.7)
Average Duration in Minutes	7.4	6.4	12.4	6.6	3.3
Proportion of Total Working Time	9.1%	25.2%	8.8%	27.1%	14.9%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] Two additional activities lasting 270 minutes were logged on a week-end.
[2] An additional activity lasting 780 minutes was logged on a week-end.

The five principals were involved in 729 activities with students for a total of 4402 minutes, an average of 145.8 activities per principal. The number of activities with students ranged from a high of 217 for Principal 4 to a low of 41 for Principal 3. Principal 4 spent the most time with students for a total of 1437.5 minutes and Principal 1 spent the least time, 471.5 minutes. The average duration of each activity with students for the five principals was 6 minutes; the average duration of each activity ranged from a high of 12.4 minutes for Principal 3 to a low of 3.3 minutes for Principal 5. The proportion of total working time spent with students for the five principals was 17 per cent; the proportion of time with students ranged from a high of 27.1 per cent for Principal 4 to a low of 8.8 per cent for Principal 3.

Secretary. Table 6.17 presents the data for time spent by each of the five principals with the secretary(ies).

A total of 527 activities occurred with secretaries for a total of 1002.5 minutes, an average of 105.4 activities per principal. The number of activities with secretaries ranged from a high of 209 activities for Principal 2 to a low of 33 activities for Principal 3. Principal 2 spent the most time on activities with secretaries for a total of 322.5 minutes and Principal 3 spent the least time, 35 minutes. The average duration of each activity with secretaries for the five principals was 1.9 minutes; the average duration of each activity ranged from a high of 3.2 minutes for Principal 4 to a low of 1.1 minute for Principal 3. The proportion of total working time spent with secretaries for the five principals was 3.9 per cent; the proportion of time with secretaries ranged from a high of 6.1 per cent for Principal 2 to a low of .6 per cent for Principal 3.

Aides. Table 6.18 presents the data for time spent by each of five principals with aides.

A total of 129 activities occurred with aides for a total of 417.5 minutes, an average of 25.8 activities per principal. The number of activities with aides ranged from a high of 43 activities for Principal 2 to a low of 6 for Principal 1. Principal 2 spent the most time with aides for a total of 221 minutes while Principal 3 spent the least time, 8.5 minutes. The average duration of each activity with aides for the five principals was 3.2 minutes; the average duration of each activity ranged from a high of 5.6 minutes for Principal 1 to a low of .9 minutes for Principal 3. The proportion of total working time spent with aides for the five principals was 1.6 per cent; the proportion of time spent with aides ranged from a high of 4.2

Table 6.17
Summary* of Time Spent with Secretaries
for Five Grades I-XII Principals

Secretaries	1	2	3	4	5
Numbers of Activities with Secretaries	73	209	33	59[1]	153
Average Number per Day	18.3[2]	41.8	22[3]	29.5	30.6
Time on Activities with Secretaries: minutes (hours)	210 (3.5)	322.5 (5.4)	35 (.6)	189.5 (3.2)	245.5 (4.1)
Average Duration in Minutes	2.9	1.5	1.1	3.2	1.6
Proportion of Total Working Time	4.1%	6.1%	.6%	3.6%	5.7%

*Based on a Total of 5 Weeks of Observation Time and Diaries [1]Principal 4's secretary was absent Days 1, 2 and 5 of the observation period.

[2]Based on 4 days spent in the school

[3]Based on 1.5 days spent in the school

Table 6.18
Summary* of Time Spent with Aides
for Five Grades I-XII Principals

Aide	1	2	3	4	5
Number of Activities with Aides	6	43	10	33	37
Average Number per Day	1.5[1]	8.6	6.7[2]	6.6	7.4
Time on Activities with Aides: minutes (hours)	33.5 (.6)	221 (3.7)	8.5 (.1)	68.5 (1.1)	86 (1.4)
Average Duration in Minutes	5.6	5.1	.9	2.1	2.3
Proportion of Total Working Time	.6%	4.2%	.2%	1.3%	2%

*Based on a Total of 5 Weeks of Observation Time and Diaries

[1]Based on 4 days in the school.

[2]Based on 1.5 days in the school.

per cent for Principal 2 to a low of .2 per cent for Principal 3.

Bus drivers. Table 6.19 presents the data for time spent by each of five principals with bus drivers.

Table 6.19
Summary* of Time Spent with Bus Drivers
for Five Grades I-XII Principals

Bus Drivers	1	2	3	4	5
Number of Activities with Bus Drivers				6	21
Average Number per Day	—			1.2	4.2
Time on Activities with Bus Drivers: minutes (hours)				24.5 (.4)	91 (1.5)
Average Duration in Minutes				4.1	4.3
Proportion of Total Working Time	0	0	0	.4%	2.1%

*Based on a Total of 5 Weeks of Observation Time and Diaries

A total of 27 activities occurred with bus drivers for a total of 115.5 minutes, an average of 5.4 activities per principal. The number of activities with bus drivers ranged from a high of 21 for Principal 5 to a low of 0 for Principals 1, 2 and 3. Principal 5 spent the most time with bus drivers for a total of 91 minutes while Principals 1, 2 and 3 spent no time with that category. The average duration of each activity for the two principals was 4.3 minutes ranging from a high of 4.3 minutes for Principal 5 to a low of 4.1 minutes for Principal 4. The proportion of total working time spent with bus drivers was .4 per cent; the proportion of time ranged from a high of 2.1 per cent for Principal 5 to a low of 0 per cent for Principals 1, 2 and 3.

Only principals 4 and 5 had direct contacts with bus drivers; both principals had regularly scheduled bus supervision duties. Principal 1 monitored for 3 minutes students in the hall who were heading for busses, however, there was no direct contact with any of the bus drivers. Since all the schools observed were rural school, busses were a part of tasks for all the principals even though they may not have had direct contacts with bus drivers.

Janitors. Table 6.20 presents the data for time spent by each of the five principals with janitors.

Table 6.20
Summary* of Time Spent with Janitors
for Five Grades I-XII Principals

Janitors	1	2	3	4	5
Number of Activities with Janitors	9	29	1	0	8
Average Number per Day	2.3[1]	5.8	.7[2]	0	1.6
Time on Activities with Janitors: minutes (hours)	18.5 (.3)	66 (1.1)	1 (.02)	0 (0)	7 (.1)
Average Duration in Minutes	2.1	2.3	1	0	.9
Proportion of Total Working Time	.4%	1.2%	.02%	0	.2%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1]Based on four days spent in the school.
[2]Based on 1.5 days spent in the school.

All principals except Principal 4 were recorded as having spent time with janitors. A total of 47 activities occurred with janitors for a total of 92.5 minutes, an average of 9.4 activities per principal. The average number of activities with janitors ranged from a high of 29 activities for Principal 2 to a low of no activities for Principal 4. Principal 2 spent the most time with janitors for a total of 66 minutes while Principal 4 spent no time with that category. The average duration of each activity with janitors was 2 minutes; the average duration of each activity ranged from a high of 2.3 minutes for Principal 2 to 0 for Principal 4. The proportion of total working time spent with janitors was .4 per cent; the proportion of time spent with janitors ranged from a high of 1.2 per cent for Principal 2 to 0 per cent for Principal 4.

Other intra-organizational participants. Only Principal 1 recorded any activities with the category other intra-organizational participants. All activities were with an elementary coordinator, a teacher with administrative duties in the elementary grades. A total of 26 activities occurred with the coordinator for a total of 384.5 minutes. The average duration of each activity with the coordinator was 14.8 minutes. The proportion of total working time for the five principals was 1.5 per cent.

Table 6.21
Summary* of Time Spent with No Participants
for Five Grades I-XII Principals

No Participants	1	2	3	4	5
Number of Activities with No Participants	5	2	17	1	6
Average Number per Day	1	.4	3.4	.2	1.2
Time on Activities with No Participants: minutes (hours)	340.5 (5.7)	33.5 (.6)	591 (9.9)	85 (1.4)	23 (.4)
Average Duration in Minutes	68.1	16.8	34.8	85	3.8
Proportion of Total Working Time	6.6%	.6%	10.2%	1.6%	.5%

*Based on a Total of 5 Weeks of Observation Time and Diaries

No participants. Table 6.21 presents the data for time spent by each of the five principals where there were no participants.

No participants are specified in some activities. These activities are largely travel activities reported in diaries or personal activities, for example, washroom breaks and voting during the observer's presence.

The five principals were involved in 31 activities with no participants for a total of 1073 minutes, an average of 6.2 activities per principal. The number of activities with no participants ranged from a high of 17 activities for Principal 3 to a low of 1 for Principal 4. Principal 3 spent the most time with no participants for a total of 591 minutes while Principal 5 spent the least time, 23 minutes. The average duration of each activity with no participants for the five principals was 34.6 minutes; the average duration of each activity ranged from a high of 85 minutes for Principal 4 to a low of 3.8 minutes for Principal 5. The proportion of time spent with no participants for the five principals was 4 per cent; the proportion of time ranged from a high of 10.2 per cent for Principal 3 to a low of .5 per cent for Principal 5.

"With Whom" Did Five Grades I-XII Principals Spend Their Time: A Composite

Table 6.22 presents aggregate data for the time spent by the five principals with each of the participant categories. Most time was spent with teachers for a total of 83.1 hours followed by students for a total of 73.4 hours. Other extra-organizational participants received 62.3 hours, followed by governments with 41.2 hours and vice-principals with 23.1 hours. Parents were in sixth place with 18.4 hours, followed by secretaries with 16.7 hours and other central office personnel with 13.1 hours. Peers were in ninth place with 10.4 hours, followed by trustees and/or parent committees with 8 hours and aides with 7 hours. The superintendents of schools were in twelfth place with 6.5 hours followed by other intra-organizational participants with 6.4 hours. The two categories that required the least time were bus drivers for a total of 1.9 hours and janitors for a total of 1.5 hours. The average duration of each activity for the five principal ranged from a high of 28.1 minutes per activity with trustees and/or parent committees to a low of 1.9 minutes per activity with secretaries.

Table 6.23 presents the distribution of activities with the participants according to two categories: extra- and intra-organizational participants. A larger proportion of activities lasting 5 minutes or less occurred with intra-organizational participants than extra-organizational participants while a larger proportion of activities over one hour occurred with extra-organizational participants. Most of the activites of the five principals were of short duration but activities with intra-organizational participants tended to be more fragmented than activities with extra-organizational participants. Conversely, the principals were engaged in twice the proportion of the longer activities ranging from 5.5 minutes to over one hour with extra-organizational participants as compared to the number with intra-organizational participants.

Table 6.24 presents a summary of the proportions of verbal contact time spent by the five principals with the various categories of participants. Verbal contact time includes-- exchanges, scheduled and unscheduled meetings, telephone calls, public address

Table 6.22
An Aggregate[*] of Time Spent with Fifteen Categories of Participants for Five Grades I-XII Principals

Category of Participants (minutes)	Total Time with Each Participant minutes	hours	Total Number of Activities	Average Time with Each Participant (minutes)
teacher	4985.5	83.1	1246	4.0
student	4402.0	73.4	729	6.0
other extra-organizational participants	3740	62.3	509	7.3
government	2469.0	41.2	267	9.2
vice-principal	1386.5	23.1	298	4.7
parent/guardian	1101.5	18.4	133	8.3
secretary	1002.5	16.7	527	1.9
other central office personnel	787.5	13.1	147	5.4
peer	621.5	10.4	37	16.8
trustee and/or parent committee	477	8.0	17	28.1
aide	417.5	7.0	129	3.2
superintendent of schools	390.0	6.5	58	6.7
other intra-organizational participants	384.5	6.4	26	14.8
bus driver	115.5	1.9	27	4.3
janitor	92.5	1.5	47	2.0
Total	22,373.0	373.0	4197	

[*] Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

Table 6.23
Percentage Distribution of the Principals' Activities
with Participants (In Minutes)

	Extra-Organizational Participants			Intra-Organizational Participants		
Minutes	Number of Activities (Ex-Org)	Percentage of Activities (Ex-Org)	Cumulative Percentage (Ex-Org)	Number of Activities (In-Org)	Percentage of Activities (In-Org)	Cumulative Percentage (In-Org)
.5 - 5	903	77.3	77.3	2699	89.1	89.1
5.5 - 60	230	19.7	97.0	308	10.2	99.3
Over 60	35	3.0	100.0	22	.7	100.0

Table 6.24
Proportions* of Total Verbal Contact Time
for Five Grades I-XII Principals

Participants	Total Number of Verbal Activities	Total Verbal Contact Time (minutes)	Percentage of Contact Time
superintendent of schools	42	325.5	1.9
other central office personnel	113	658.5	3.9
parent/guardian	125	1062.0	6.3
trustee and/or parent committee	14	470.0	2.8
government	88	1614.0	9.5
peer	27	532.0	3.1
other extra-organizational	383	3187.5	18.8
vice-principal	276	1302.5	7.7
teacher	1012	3177.0	18.7
student	540	2799.0	16.5
secretary	468	924.0	5.5
aide	127	412.5	2.4
bus driver	20	68.5	.4
janitor	39	81.0	.5
other intra-organizational	19	343.5	2.0
Total	3293	16,957.5	100.0

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

announcements, and, in a very few cases, some tour and travel categories. The principals spent the greatest proportion of verbal contact time with other extra-organizational participants (18.8%) and with teachers (18.7%). They spent 16.5 per cent of their verbal contact time with students, 9.5 per cent with governments, 7.7 per cent with vice-principals, 6.3 per cent with parents and 5.5 per cent with secretaries. Smaller proportions of their verbal time were spent with other central office personnel (3.9%), peers (3.1%), trustees and/or parent committees (2.8%), aides (2.4%), other intra-organizational (2%), superintendent of schools (1.9%), janitors (.5%) and school bus drivers (.4%).

Composite of the Work of Five Principals by Distribution of Time among the Categories of Participants

A composite of with whom the five principals apportioned their time among the four major categories of participants is presented in Figure 6.6.

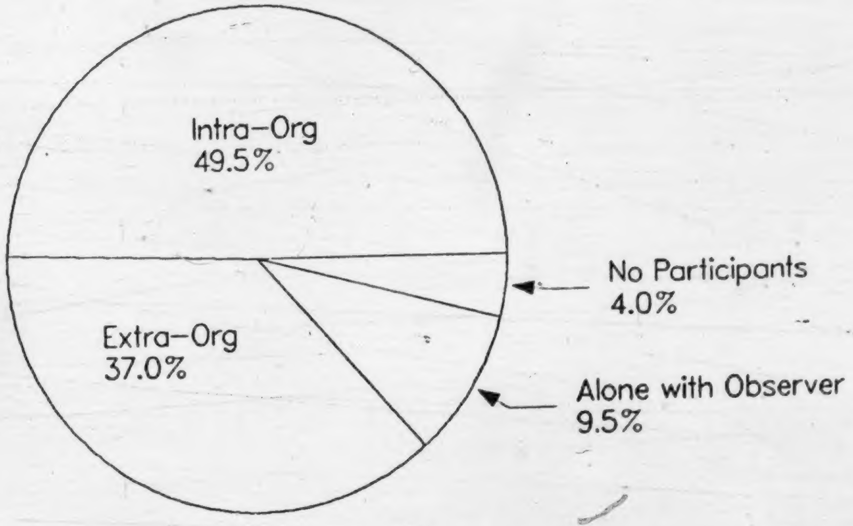

Figure 6.6
Circle Graph of Percentage Frequencies of Time Spent on Four Major Categories of Participants

Figure 6.6 shows that the five principals spent nearly one-half of their working time (49.5%) with intra-organizational participants. The proportions were: teachers, 19.3%, students, 17%; vice-principals, 5.4% secretaries, 3.9%; aides, 1.6%; other intra-organizational participants, 1.5%; bus drivers and janitors, .4% each. Thirty-seven per cent of their time was spent with extra-organizational participants. The proportions were: other extra-organizational participants, 14.5%; governments, 9.5%; parents and/or guardians, 4.3%; other central office personnel, 3%; peers, 2.4%; trustees and/or parent committees, 1.8%; superintendent of schools, 1.5%. Nearly one-tenth of their total time (9.5%) was spent alone with the observer, that is, working on solitary activities. They spent 4 per cent of their total working time in activities where there were no participants.

Composite of Work of Five Principals by Distribution of Frequency of Activities among Categories of Participants

A composite of the frequency of activities in each of the four major categories of participants is presented in Figure 6.7.

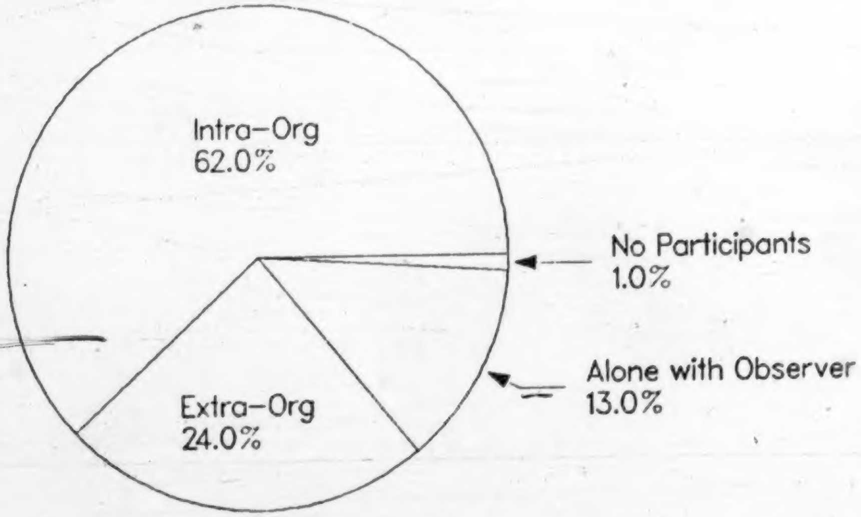

Figure 6.7
Circle Graph of Percentage Frequencies of Activities
in Four Major Categories of Participants

Sixty-two cent of the five principals' activities were with intra-organizational participants, however, in proportion to time spent, intra-organizational participants required 49.5 per cent of the time. Twenty-four per cent of the activities were with extra-organizational participants as compared to 37 per cent of the time spent with extra-organizational participants. Thirteen per cent of the activities were recorded for instances when the principal was alone with the observer as compared to 9.5 per cent of the time spent on this category of activities. One per cent of the activities involved no participants, however, the category no participants received 4 per cent of the total working time.

CHAPTER 7

Analysis of Technology: Tasks

Chapters 4, 5 and 6 present an analysis of the variable communication, specifically, through what medium? with whom? and where? The purpose of Chapter 7 is to present an analysis of the data on the second variable, task areas. Task areas represent the "what" of communication, that is, the purpose of an activity.

This chapter begins with an overview of the total time spent by each principal on eleven pre-determined tasks: Personal, Pleasantries, Curriculum and Instruction, Staff Personnel, Student Personnel, Resource Management, Support Management, System-Wide Policies and Operations, Community Relations, Teaching and a category labelled Unclassified. An additional section indicates the tasks where the observer was excluded: (1) during the work day when the principal was being observed; and (2) during periods before or after the working day and/or week-ends which represent reported activities in diaries. The overview of the tasks is followed by patterns of each principal's distribution of time among the categories of tasks. Then, each category of task is analyzed according to time spent, frequency, average duration and percentage of total working time. The chapter concludes with an aggregate of time spent on each task to present a composite of the proportion of time spent by the five Grades I-XII principals and a composite of the frequency of activities among the eleven categories under tasks.

Overview of Time Spent in Eleven Categories of Tasks

Table 7.1 presents an overview of the total time spent by each principal according to eleven categories of tasks; the section on tasks remained the eleven categories of tasks devised on the observation instrument. The data in Table 7.1 represent a total adjusted time of 282.3

Table 7.1
Summary* of Time Spent in Eleven Categories of Tasks for Five Grades I-XII Principals

Category of Task	Composite (Total)	Mean	1	2	3	4	5
Time on Personal tasks:	301	60.2	6.5	130	62	82	20.5
minutes (hours)	(5)	(1)	(.1)	(2.2)	(1)	(1.4)	(.3)
Time on Pleasantries:	1570	314	225.5	330	365	319	330.5
minutes (hours)	(26.2)	(5.2)	(3.8)	(5.5)	(6.1)	(5.3)	(5.5)
Time on Curriculum and Instruction:	1889.5	377.9	354.5	808	326	239.5	161.5
minutes (hours)	(31.5)	(6.3)	(5.9)	(13.5)	(5.4)	(4)	(2.7)
Time on Staff Personnel:	2046.5	409.3	293.5	393	704.5	463.5	192
minutes (hours)	(34.1)	(6.8)	(4.9)	(6.6)	(11.7)	(7.7)	(3.2)
Time on Student Personnel:	2751	550.2	306	993	356.5	546.5	549
minutes (hours)	(45.9)	(9.2)	(5.1)	(16.6)	(5.9)	(9.1)	(9.2)
Time on Resource Management:	1241	248.2	372	95	105.5	198.5	470
minutes (hours)	(20.7)	(4.1)	(6.2)	(1.6)	(1.8)	(3.3)	(7.8)
Time on Support Management:	1103	220.6	141	273	50.5	413.5	225
minutes (hours)	(18.4)	(3.7)	(2.4)	(4.6)	(.8)	(6.9)	(3.8)
Time on System-Wide Policies and	3328	665.6	483	274	1788.5	230.5	552
Operations: minutes (hours)	(55.5)	(11.1)	(8.1)	(4.6)	(29.8)	(3.8)	(9.2)
Time on Community Relations:	1842	368.4	744	21.5	0	922	154.5
minutes (hours)	(30.7)	(6.1)	(12.4)	(.4)	0	(15.4)	(2.6)
Time on Teaching:	815	163	163	124	0	248	280
minutes (hours)	(13.6)	(2.7)	(2.7)	(2.1)	0	(4.1)	(4.7)
Time in Unclassified Tasks:	52.5	10.5	0	0	52.5	0	0
minutes (hours)	(.9)	(.2)	(0)	(0)	(.9)	(0)	(0)
Total: minutes	16,939.5	3387.9	3089	3441.5	3811	3663	2935
(hours)	(282.3)	(56.5)	(51.5)	(57.4)	(63.5)	(61.1)	(48.9)

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

hours in the eleven categories of tasks which represents 20.5 hours additional to the total number of hours worked, 261.8 hours, as recorded in Table 4.1. An attempt was made to limit each activity to one task, however, some activities were assigned one or more tasks. Therefore, the sum of the times for each principal will be greater than the total time worked during the observation period as shown in Table 4.1.

In order to save space, all the tables listed in this chapter identify the principals according to numbers 1 to 5 placed below the heading and preceding the data.

From the data presented in Table 7.1, the aggregate times of the five principals indicate that principals spent most of their time, that is 70 per cent of their time, in System-Wide Policies and Operations, Student Personnel, Staff Personnel, Curriculum and Instruction and Community Relations. On an individual basis, only Principals 3 and 5 spent most of their time in System-Wide Policies and Operations. Principals 1 and 4 spent their largest portion of time on Community Relations and Principal 2 on Student Personnel. On an aggregate basis, the principals spent the least time, that is 30 per cent of their time, on Pleasantries, Resource Management, Support Management, Teaching, Personal tasks and Unclassified.

The data in Table 7.2 present a summary of the time spent by each principal in activities where the observer was excluded. The first part of Table 7.2 shows that the observer was excluded for a total of 40.4 hours during the work day; these exclusions were requested: (1) by the observer; (2) the principal; or (3) any participants who wished a private conference with the principal. The second part of Table 7.2 presents data where the observer was excluded: (1) for 79.7 hours because the activities occurred before or after the working day; and (2) for 19.7 hours because the activities occurred on week-ends. All data for the second part of Table 7.2 were reported in diaries kept by the five principals.

Table 7.3 presents a summary of the number of activities recorded in the eleven categories of tasks. The total number of activities recorded in the tasks for the five principals was 3869 activities which represent 85 additional activities to the total number of activities, 3784, recorded in Table 4.1. The discrepancy was due to activities with multiple tasks.

Table 7.2
Summary* of Time Spent Where the Observer Was Excluded
for Five Grades I-XII Principals

Category of Tasks During Week Days	Composite (Total)	Mean	1	2	3	4	5
Exclusion of Observer: Part 1 Time where observer was excluded during observation time: minutes (hours)	2424 (40.4)	384.8 (8.1)	623 (10.4)	389 (6.5)	713 (11.9)	394 (6.6)	305 (5.1)
Exclusion of Observer: Part 2 Time reported in diaries: minutes (hours)	4780 (79.7)	956 (15.9)	1038 (17.3)	665 (11.1)	1711 (28.5)	1052 (17.5)	314 (5.2)
Category of Tasks on Week-Ends							
Exclusion of Observer: Part 2 Time reported in diaries: minutes (hours)	1180 (19.7)	236 (3.9)	0 (0)	280 4.7	0 (0)	900 (15)	0 (0)

*Based on a Total of 5 Weeks of Observation Time and Diaries

Table 7.3
Summary* of Number of Activities in All Categories of Tasks
for Five Grades I-XII Principals

Category of Task	Composite (Total)	Mean	1	2	3	4	5
Number of Activities in Personal tasks	56	11.2	4	17	2	17	16
Number of Activities in Pleasantries	215	43	22	33	39	69	52
Number of Activities in Curriculum and Instruction	374	74.8	70	103	11	118	72
Number of Activities in Staff Personnel	422	84.4	43	74	53	142	110
Number of Activities in Student Personnel	1177	235.4	136	422	96	241	282
Number of Activities in Resource Management	332	66.4	33	66	21	63	149
Number of Activities in Support Management	612	122.4	58	217	37	181	119
Number of Activities in System-Wide Policies and Operations	412	82.4	62	62	63	68	157
Number of Activities in Community Relations	202	40.4	40	12	0	88	62
Number of Activities in Teaching	60	12	11	6	0	22	21
Number of Activities in Unclassified	7	1.4	0	0	7	0	0
Total Number of Activities in All Categories of Tasks	3869	773.8	479	1012	329	1009	1040

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

Nearly one-third of the activities (30.4%) were recorded in Student Personnel; Principal 2 registered a high of 422 activities in Student Personnel while Principal 3 registered 96 activities.

Nearly one-half of the activities (47%) were recorded in Support Management, Staff Personnel, System-Wide Policies and Operations and Curriculum and Instruction. Variations occurred in these areas. Principal 2 registered 217 activities in Support Management while Principal 3 registered 37 activities. Principal 4 registered 142 activities in Staff Personnel while Principal 1 had 43. Principal 5 registered 157 activities in System-Wide Policies and Operations while Principals 1 and 2 each registered 62 activities. Principal 4 registered 118 activities in Curriculum and Instruction while Principal 3 had 11 activities.

Over one-fifth of the activities (22.6%) were recorded in Resource Management, Pleasantries, Community Relations, Teaching, Personal tasks and Unclassified. Variations also occurred in these areas. Principal 5 registered 149 activities in Resource Management while Principal 3 registered 21 activities. Principal 4 registered 69 activities in Pleasantries while Principal 1 had 22. Principal 4 registered the most activities in Community Relations (88) and Teaching (22) while Principal 3 registered no activities in Community Relations nor in Teaching. Principals 2 and 4 each registered 17 activities in Personal tasks while Principal 3 registered 2. Only Principal 3 registered any activities in Unclassified, that is, 7 activities.

Pattern of Each Principal's Work by Distribution of Time among Categories of Tasks

Figures 7.1 to 7.5 depict a pattern of each principal's work according to the distribution of time among the categories of activities under tasks.

Principal 1. Figure 7.1 represents the proportion of Principal 1's total time among ten categories of tasks.

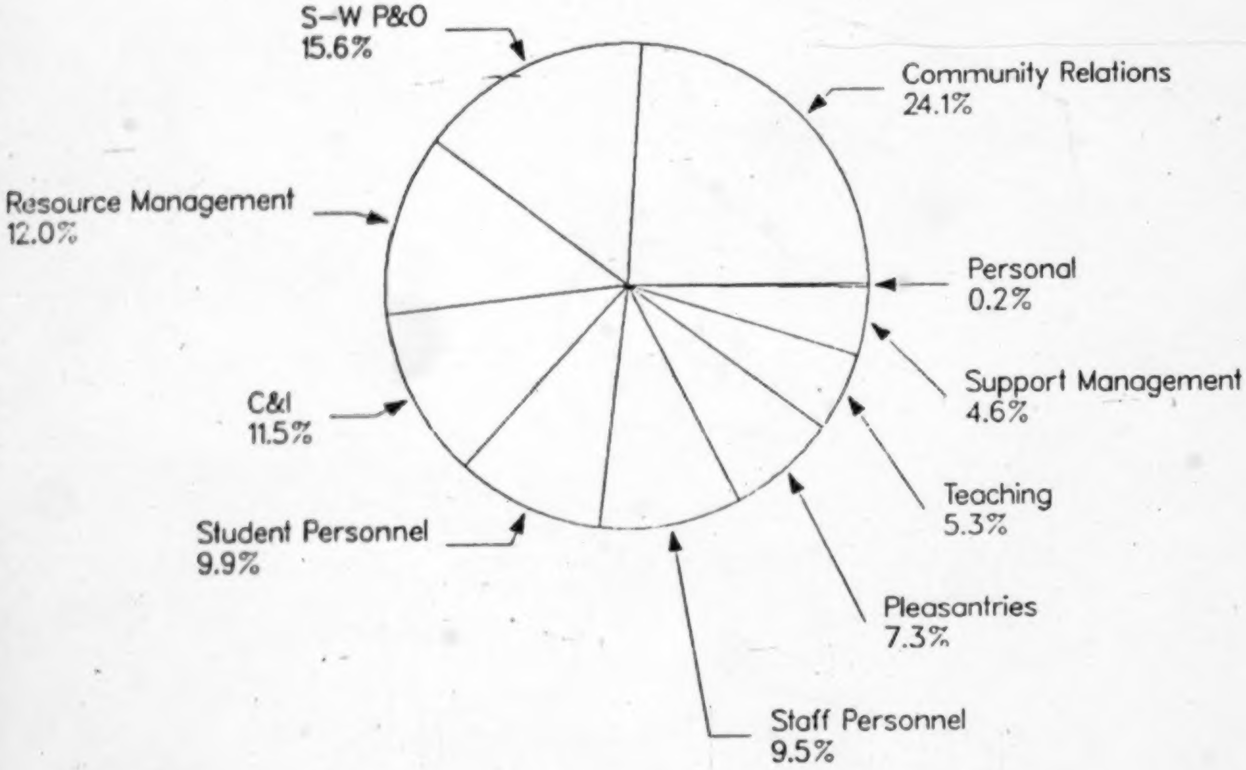

Figure 7.1
Proportion of Total Time Spent on Ten
Categories of Tasks for Principal 1

Principal 1 spent the largest proportion of time in the task area, Community Relations, 24.1 per cent of the working time. The next largest portions of time were in the task areas System-Wide Policies and Operations with 15.6 per cent, followed by Resource Management with 12 per cent and Curriculum and Instruction with 11.5 per cent. Nearly ten per cent of the time was spent on each of Student Personnel (9.9%) and Staff Personnel (9.5%). Pleasantries followed with 7.3 per cent. Teaching, at 5.3 per cent, was relatively high for a principal who had no regualarly scheduled classes to teach. Support Management required 4.6 per cent of the time and the task, Personal, was last at .2 per cent.

Principal 2. Figure 7.2 represents the proportion of Principal 2's total time among ten categories of tasks. Principal 2, among the five principals observed, spent the largest proportion of time in the two task areas, Student Personnel, 28.8 per cent of the working time and Curriculum and Instruction, 23.5 per cent of the time. The next largest portions of time were in the task areas Staff Personnel with 11.4 per cent, Pleasantries with 9.6 per cent, System-Wide Policies and Operations with 8 per cent and Support Management with 7.9 per cent. The task area Personal with 3.8 per cent of the working time was the highest proportion for the five principals observed. Teaching required 3.6 per cent of the time, followed by Resource Management with 2.8 per cent. Last was Community Relations with .6 per cent of the time.

Principal 3. Figure 7.3 represents the proportion of Principal 3's total time among nine categories of tasks. Principal 3, among the five principals observed, spent the largest proportion of time in the two task areas System-Wide Policies and Operations with 46.9 per cent of the working time and Staff Personnel with 18.5 per cent. Nearly ten per cent of the time was spent in each of the task areas Pleasantries (9.6%) and Student Personnel (9.4%). Curriculum and Instruction was next with 8.5 per cent of the time and Resource Management with 2.8 per cent. The last three recorded tasks were Personal with 1.6 per cent, Unclassified with 1.4 per cent and Support Management with 1.3 per cent. No activities were recorded in Community Relations and Teaching.

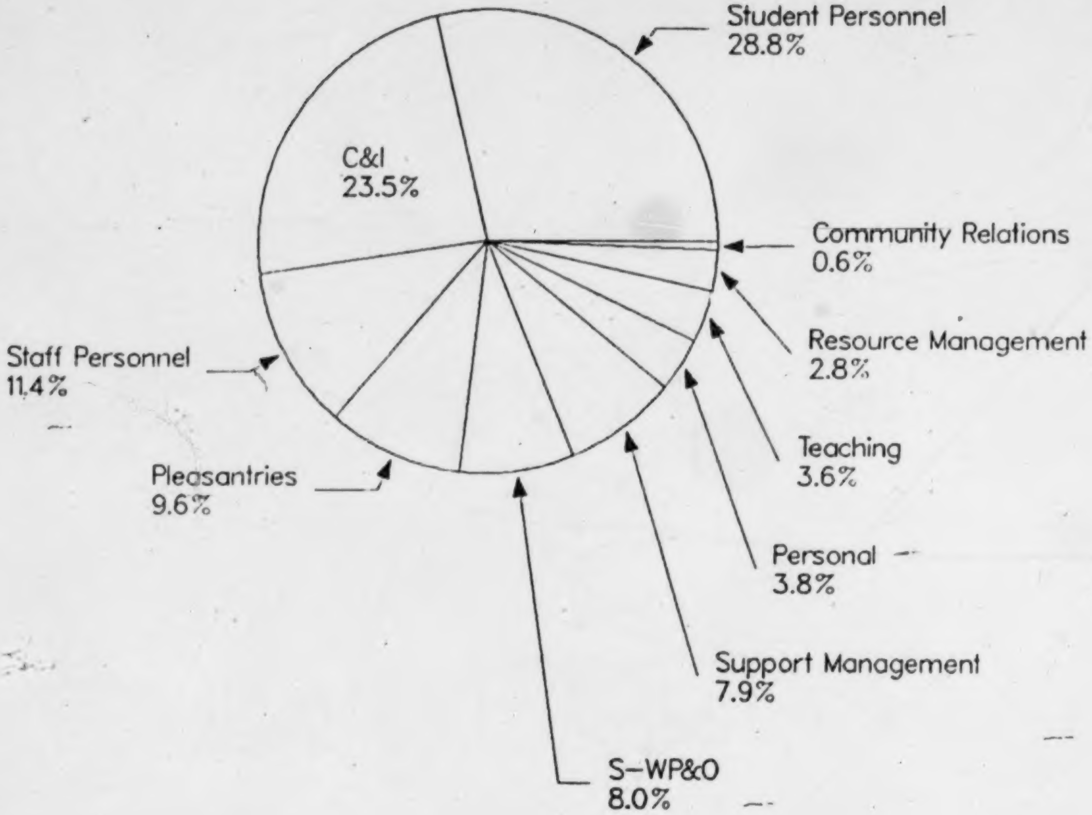

Figure 7.2
Proportion of Total Time Spent on Ten
Categories of Tasks for Principal 2

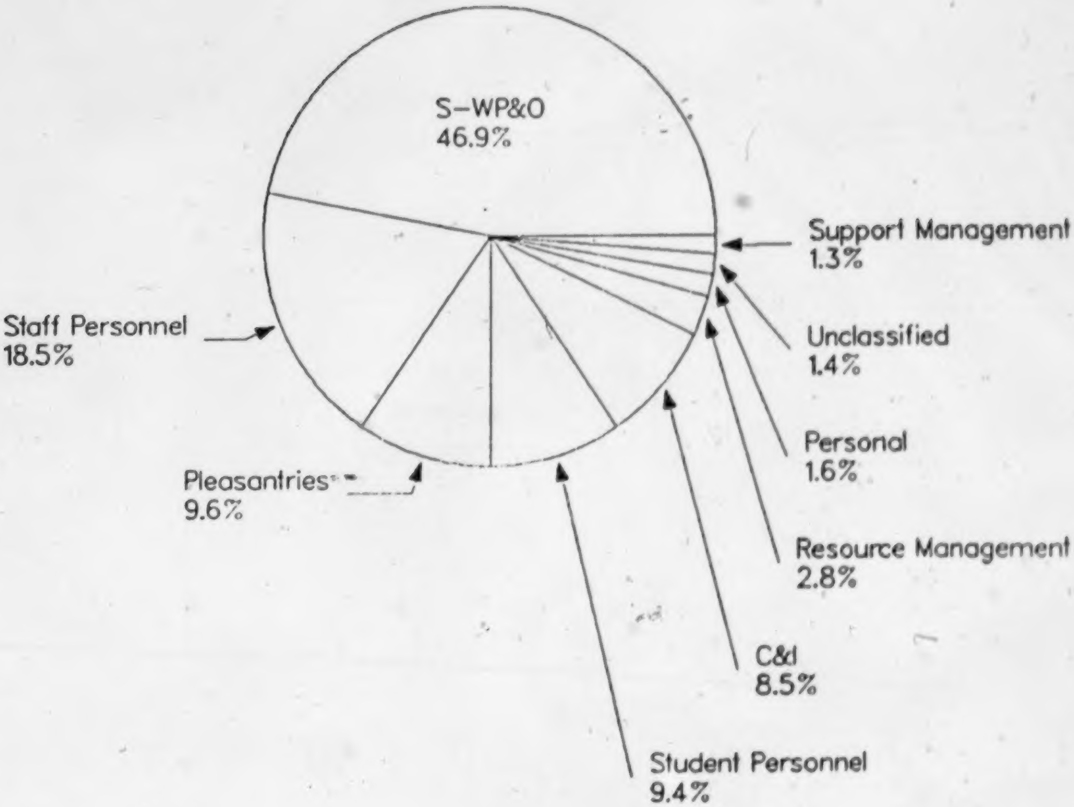

Figure 7.3
Proportion of Total Time Spent on Nine
Categories of Tasks for Principal 3

Principal 4. Figure 7.4 represents the proportion of Principal 4's total time among ten categories of tasks. Principal 4, among the five principals observed, spent the largest proportion of time in the task area Community Relations, 25.2 per cent of the working time. The next largest portions of time were in Student Personnel with 14.9 per cent and Staff Personnel with 12.7 per cent. The task area Support Management with 11.3 per cent was the highest among the five principals observed. Pleasantries was next with 8.7 per cent. The next three task areas had close scores: Teaching with 6.8 per cent, Curriculum and Instruction with 6.5 per cent and System-Wide Policies and Operations with 6.3 per cent. Resource Management was next with 5.4 per cent and Personal was last with 2.2 per cent.

Principal 5. Figure 7.5 represents the proportion of Principal 5's total time among ten categories of tasks. The largest portion of Principal 5's time was spent in two task areas, that is, 18.8 per cent of the working time in System-Wide Policies and Operations and 18.7 per cent of the time in Student Personnel. Principal 5, among the five principals observed, spent the largest proportion of time in three task areas, Resource Management, 16 per cent of the working time, Pleasantries with 11.3 per cent and Teaching with 9.5 per cent of the time. The next largest portions of time were Support Management with 7.7 per cent and Staff Personnel with 6.5 per cent. Two task areas had close scores: Curriculum and Instruction with 5.5 per cent and Community Relations with 5.3 per cent. The task area Personal was last with .7 per cent of the working time.

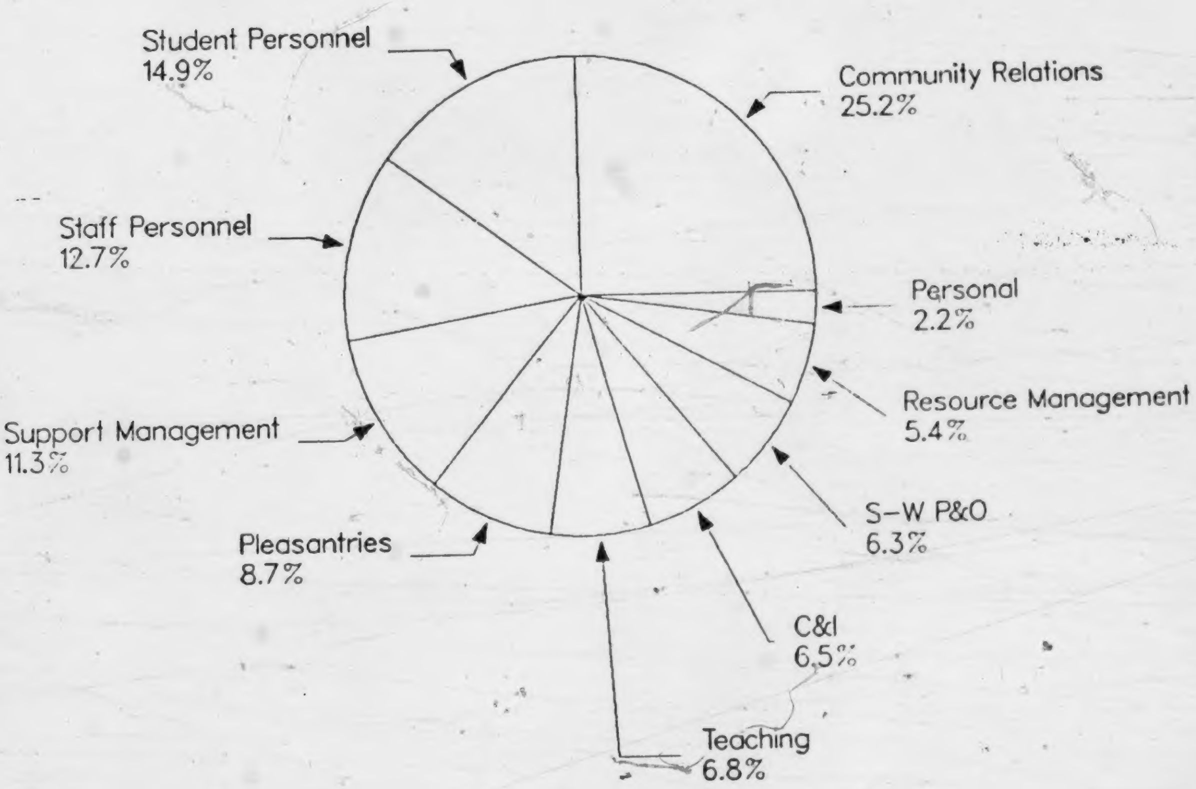

Figure 7.4
Proportion of Total Time Spent on Ten
Categories of Tasks for Principal 4

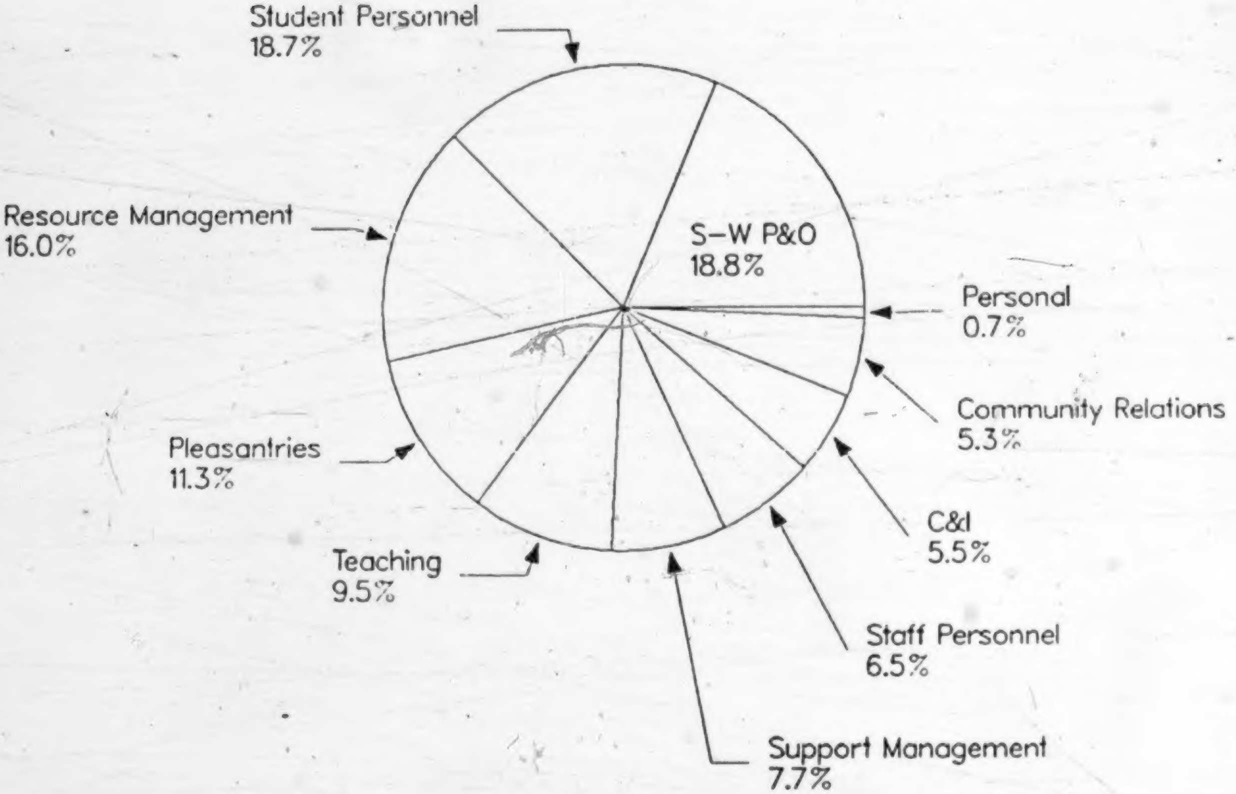

Figure 7.5
Proportion of Total Time Spent on Ten
Categories of Tasks for Principal 5

Rank Order for Time Spent on Eleven Categories of Tasks

Table 7.4 presents the rank order of each principal's total working time on eleven categories of tasks where number 1 represents the largest proportion of time and number 11 represents the least proportion of time with the particular category of task.

Unlike the section in medium, location and participants, the eleven categories of tasks do not neatly fall into three divisions: top half, moderate position and bottom half.

Five categories of tasks, with some exceptions, can be categorized as ranking in the top half of the time spent on these tasks for each principal. Student Personnel was in the top half of the time spent for each principal. System-Wide Policies and Operations was in the top half for all principals except Principal 4 who was ranked eighth in System-Wide Policies and Operations, a moderate position. Staff Personnel ranked well in the top half for each principal except Principals 1 and 5 who were ranked in the moderate position. Pleasantries ranked in the top half for each principal except Principal 1 who was ranked in the moderate position. Curriculum and Instruction ranked in the top half for each principal except Principals 4 and 5 who were ranked in the moderate position.

Resource Management ranked in the moderate position for each principal but in the top half for Principals 1 and 5. Community Relations was an exceptional case: Principals 1 and 4 led with a rank of 1 while the other three principals ranked in the bottom half of the time spent on the task. Support Management ranked in the moderate position but was well in the top half of the time for Principal 4. Teaching was moderately high except for Principal 3 who did no teaching nor substitute teaching during the observation period.

Two categories of tasks, that is, Personal and Unclassified, ranked in the bottom half of the time spent in these categories. Personal was last or nearly last for each principal except for Principals 2 and 3 who were ranked in the moderate position. Unclassified was last and a non-existent category for four of the principals; Principal 3 was ranked eighth in Unclassified, a moderate position.

Table 7.4
Rank Order* of Time Spent on Eleven Categories
of Tasks for Five Grades I-XII Principals

Category of Task	1	2	3	4	5
Personal	10	7	7	10	10
Pleasantries	7	4	3	5	4
Curriculum and Instruction	4	2	5	7	8
Staff Personnel	6	3	2	3	7
Student Personnel	5	1	4	2	2
Resource Management	3	9	6	9	3
Support Management	9	6	9	4	6
System-Wide Policies and Operations	2	5	1	8	1
Community Relations	1	10	10.5[1]	1	9
Teaching	8	8	10.5[1]	6	5
Unclassified	11	11	8	11	11

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

[1] Tied rank

Summary of the Data for Each Category of Activity under Task

Exclusion of the Observer: Part I

Table 7.5 presents the data for the time spent where the exclusion of the observer occurred during the work day.

At the Pre-Observation Conference, the observer and the principals agreed that exclusion of the observer was to occur for confidential sessions, for example, teacher-rating conferences, meeting on collective bargaining and personal conferences where the principal deemed the exclusion of the observer was advisable. Staffs could also request the exclusion of the observer.

In addition to the exclusions noted above, the observer chose to be excluded from some activities: teaching or substitute teaching activities of the principals, medical appointments of the principals during observation time, strapping of students and some of the "travel" out of school activities, for example, banking, shopping, viewing apartments and a trip to the town dump.

Table 7.5
Summary* of Time Spent on Work Involving Exclusion of the Observer for Five Grades I-XII Principals
Part I

Exclusion of the Observer	1	2	3	4	5
Number of Activities that Excluded the Observer during the work day	13	28	23	20	13
Average Number per Day	3.3[1]	5.6	5.8[2]	4	2.6
Time on Activities in Exclusion of the Observer: minutes (hours)	623 (10.4)	389 (6.5)	713 (11.9)	394 (6.6)	305 (5.1)
Average Duration in Minutes	47.9	13.9	31	19.7	23.5
Proportion of Total Working Time	20.2%	11.3%	18.7%	10.8%	10.4%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] Based on four days of observation.
[2] Based on four days of observation.

Whenever the observer was excluded, the beginning and ending time of the activity was noted. The categorization of the task during the exclusion of the observer was based on the principal's statement of what had transpired during the observer's absence. Washroom breaks noted in Personal have been omitted from this section.

Detailed information on each principal's recorded activities is available in Supplement 4 from the researcher.

The five principals were involved in 97 activities which excluded the observer for a total of 2424 minutes. The number of exclusions of the observer ranged from a high of 28 activities for Principal 2 to a low of 13 for Principals 1 and 5. Principal 3 recorded the most time when the observer was excluded, 713 minutes while Principal 5 had the least time recorded, 305 minutes. The average duration of each activity that excluded the observer for the five principals was 25 minutes; the average of each activity ranged from a high of 47.9 minutes for Principal 1 to 13.9 minutes for Principal 2.

Were the number of activities judged to be normal during the observation period? All of the principals stated at the Pre-Observation Conference that they were not members of a Teacher Bargaining Committee and there were no teachers on staff being dismissed through a Board of Reference, therefore, few exclusions of the observer were anticipated. At the first Post-Observation Conference, all of the principals gauged the activities that required the exclusion of the observer to be normal for the observation period.

Exclusion of the Observer: Part II

The principals' diaries also show another form of the exclusion of the observer where there were no requests for the observer's absence. The diary entries are for early morning telephone calls to the principal's home and for evening work done by the principal after the school day was done. Table 7.6 presents the data for time spent where the observer was excluded because the work preceded the work day or extended beyond the work day.

All of the principals, except Principal 3, received early morning telephone calls at home from teachers reporting that they would be absent for the day. Principal 3 did not live in the community where the school was located, therefore, teachers called the vice-principal regarding absences to avoid long distance telephone calls to the principal.

Activities that required extended periods of time of more than one hour each were: timetabling, checking purchase orders, Community School Charter revisions, ~~preparation~~ for graduation, travel, GERCSA meeting, Foresters' meeting, PTA meeting, ball practices and ball games, examination scheduling, work on computers, ECS annual application, interviewing ECS aides, auditing ECS books.

Personal. Table 7.7 presents the data for time spent on the task Personal by each of the five principals.

The category of Personal in the tasks of principals is relatively minor. Some of the activities in the Personal area would be of an incidental nature that would likely not be repeated on a regular basis. However, Principal 4 had a lunch ritual comprised of a very early morning tour to the staff room to place his lunch in the refrigerator; the tour may have had overtones of

Table 7.6
Summary* of Time Spent on Work Involving Exclusion of the Observer for Five Grades I-XII Principals
Part II

Exclusion of the Observer	1	2	3	4	5
Number of Activities that Excluded the Observer before and after the Work Day	23	9[1]	43	20[2]	15
Average Number per Day	4.6	1.8	8.6	4	3
Time on Activities in Exclusion of the Observer: minutes (hours)	1038 (17.3)	665 (11.1)	1711 (28.5)	1052 (17.5)	314 (5.2)
Average Duration in Minutes	45.1	73.9	39.8	52.6	20.9
Proportion of Total Working Time	33.6%	19.3%	44.9%	28.7%	10.7%

*Based on a Total of 5 Weeks of Observation Time and Diaries

[1] Four additional activities lasting 280 minutes were logged on a week-end.

[2] Four additional activities lasting 900 minutes were logged on a week-end.

Table 7.7
Summary* of Time Spent on Work Involving Personal for Five Grades I-XII Principals

Personal	1	2	3	4	5
Number of Activities in Personal	4	17	2	17	16
Average Number per Day	.8	3.4	.4	3.4	3.2
Time on Activities in Personal: minutes (hours)	6.5 (.1)	130 (2.2)	62 (1)	82 (1.4)	20.5 (.3)
Average Duration in Minutes	1.6	7.6	31	4.8	1.3
Proportion of Total Working Time	.2%	3.8%	1.6%	2.2%	.7%

*Based on a Total of 5 Weeks of Observation Time and Diaries

Support Management, that is, checking the condition of halls and classrooms on the way to the staff room but Support Management was not primary. Washroom breaks were not recorded when principals took washroom breaks during staff room visitations which were categorized as Pleasantries. Washroom breaks that interrupted other activities had to be noted, otherwise there would have been dead time in the chronology column.

Personal tasks place in tenth position and accounted for 1.8 per cent of the five principals' working time. The task area Personal ranked in seventh place for Principals 2 and 3, representing 3.8% and 1.6%, respectively, of their total working time. Personal tasks ranked last, or tenth, for Principals 4, 5 and 1 with 2.2%, .7% and .2%, respectively. The task area Personal also placed tenth when distributions of frequency of activities were considered; 1.4 per cent of the principals' activities were Personal tasks. Variations among the principals ranged from a high of .4% of the activities for Principals 2, 4 and 5 to a low of .1% for Principals 1 and 3. The average duration of each activity in the task area Personal was 5.4 minutes per activity; variations among the five principals ranged from a high of 31 minutes per activity for Principal 3 to a low of 1.3 minute per activity for Principal 5.

Were the number of activities judged to be normal by the principals during the observation period? At the Pre-Observation Conference, principals were asked whether they anticipated many tasks in the area of Personal; all of the principals indicated that there would be few activities in this area. All of the principals gauged the number of activities in Personal to be normal during the observation period.

Pleasantries. Table 7.8 presents the data for time spent on the task pleasantries by each of the five principals.

The Pre-Observation Conference outline describes Pleasantries as maintenance behaviour in communication. These behaviours include greetings, holding doors open for someone, casual references to someone's welfare, thanking resource speakers, public addresses welcoming students back from holidays, public addresses congratulating staff and/or students, little jokes and all of the staff room breaks. Staff room breaks represent a large amount of time in the area of Pleasantries. A beginning and ending time was noted on staff room stops and these are reported in full even though other activities may have occurred during the staff room visit.

Table 7.8
Summary* of Time Spent on Work Involving Pleasantries
for Five Grades I-XII Principals

Pleasantries	1	2	3	4	5
Number of Activities in Pleasantries	22	33	39	69	52
Average Number per Day	4.4	6.6	7.8	13.8	10.4
Time on Activities in Pleasantries: minutes (hours)	225.5 (3.8)	330 (5.5)	365 (6.1)	319 (5.3)	330.5 (5.5)
Average Duration in Minutes	10.3	10	9.4	4.6	6.4
Proportion of Total Working Time	7.3%	9.6%	9.6%	8.7%	11.3%

*Based on a Total of 5 Weeks of Observation Time and Diaries

Probably the task area Pleasantries is under-represented because many other task areas began with a greeting or a casual reference to one's welfare but the main purpose of the contact had not been in the task area Pleasantries, therefore, was not recorded as Pleasantries.

In no part of the task Pleasantries was there a need or a request to exclude the observer.

The task area Pleasantries placed sixth, 9.3 per cent, for proportion of time spent by the principals. Pleasantries ranked in fourth place for Principals 5 and 2, 11.3% and 9.6%, respectively, of their total working time was spent on Pleasantries. Pleasantries placed third for Principal 3, 9.6%, in fifth place for Principal 4, 8.7% and in seventh place for Principal 1, 7.3%. Pleasantries, in seventh place, accounted for 5.6 per cent of the principals' activities. Variations in proportion of activities in Pleasantries ranged from a high of 1.8 % for Principal 4 to a low of .6% for Principal 1. The average duration of each activity in Pleasantries was 7.3 minutes per activity; variations among the five principals ranged from a high of 10.3 minutes per activity for Principal 1 to a low of 4.6 minutes per activity for Principal 4.

Curriculum and Instruction. Table 7.9 presents the data for the time spent on the task Curriculum and Instruction by each of the five principals.

Table 7.9
Summary* of Time Spent on Work Involving Curriculum and Instruction for Five Grades I-XII Principals

Curriculum and Instruction	1	2	3	4	5
Number of Activities in Curriculum and Instruction	70	103[1]	11	118[2]	72
Average Number per Day	14	20.6	2.2	23.6	14.4
Time on Activities in Curriculum and Instruction minutes (hours)	354.5 (5.9)	808 (13.5)	326 (5.4)	239.5 (4)	161.5 (2.7)
Average Duration in Minutes	5.1	7.8	29.6	2	2.2
Proportion of Total Working Time	11.5%	23.5%	8.5%	6.5%	5.5%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] Two additional activities lasting 270 minutes were logged on a week-end.
[2] Two additional activities lasting 60 minutes were logged on a week-end.

The Pre-Observation Conference outline gives examples of indicators in the task area curriculum and instruction: (1) establishing curriculum committees and subsequent related meetings; (2) planning programme and timetable to optimally match time, space, staff, students and subject matter; (3) designing curriculum to meet individual learner needs; (4) facilitating out-of-school learning experiences: field trips, student exchanges, work experience study; (5) determining eligibility of course credits earned outside school: music or out-of-province; and (6) helping teachers with instructional problems or with methods to improve learning climate.

Meetings of curriculum committees in schools were not observed. Curriculum committees are probably required in large school where the size factor presents coordinating problems. Principals in small schools can meet with one teacher and that teacher may represent the complete subject department for three and even six grades. Therefore, all activities where programmes were evident were placed in this category for purposes of analyses. In addition, activities involving curriculum committees where teachers in a school may be members or where the principal were members were also included in this category.

It was possible to find activities that filled the requirement of planning programme and timetable to optimally match time, space, staff, students and subject matter.

The observer could not find any activities in designing curriculum to meet individual learner needs. This type of activity becomes subsumed in special education testing or guidance recorded in Student Personnel, or work experience and/or special projects recorded elsewhere in Curriculum and Instruction.

Facilitating out-of-school learning experiences were very apparent in field trips, work experience/special projects and, in the case of Principals 1 and 5, student exchanges. Work experience is not always an out-of-school experience as demonstrated in the case of Principal 2. Special projects and work experience present a categorizing problem; these are generally out-of-school projects for students but they are very close to a teaching activity for the principal. An additional sub-category to facilitate student learning experience was noted with Principal 4 where an in-school activity was facilitated.

Only one activity was recorded in determining eligibility of course credits earned outside school, for example, music and out-of-province credentials. The activity involved a Driver Education course that was offered by an external organization.

Activities were recorded in helping teachers with instructional problems or with methods to improve learning climate. This activity is probably under-represented because it can be subsumed in other areas, for example, counselling teachers on student discipline problems recorded in Student Personnel. Perhaps a few of the recorded activities that were not categorized could be assigned to helping solve instructional problems, for instance, helping a teacher find a teacher's guide or discussing a novel used in grade 6.

In no part of tasks related to Curriculum and Instruction was there a need or request to exclude the observer.

Curriculum and Instruction accounted for 11.2 per cent of the principals' total working time, a fourth place position among the tasks. The task area Curriculum and Instruction ranked in second place for Principal 2, representing 23.5% of the total working time.

Curriculum and Instruction ranked in fourth place for Principal 1, 11.5%, in fifth place for Principal 3, 8.5%, in seventh place for Principal 4, 6.5% and in eighth place for Principal 5, 5.5%. The task area Curriculum and Instruction placed fifth in number of activities with 9.7 per cent of the five principals' activities devoted to Curriculum and Instruction. Variations among the five principals ranged from a high of 3% for Principal 4 to .3% for Principal 3. The average duration of each activity in Curriculum and Instruction was 5.1 minutes per activity for the five principals; variations among the principals ranged from a high of 29.6 minutes per activity for Principal 3 to a low of 2 minutes per activity for Principal 4.

Were the number of activities judged to be normal by the principals during the observation period? In the first Post-Observation Conference, Principal 1 indicated that the number of activities in Curriculum and Instruction were greater than normal during the observation period. The other four principals noted that the number of activities in Curriculum and Instruction were high but normal for that time of year because of programme planning and timetabling. Principal 5 noted an additional duty after timetabling which is becoming familiar with changes in curriculum guides.

Relationship Between the Amount of Time Principals Perceive That They Spend on Curriculum and Instruction in a School Year and the Amount of Time during the Observation Period

	Proportion of Time in Curriculum and Instruction during a School Year	How appropriate is the amount of time devoted to Curriculum and Instruction?[1]	Proportion of Time during the Observation Period
Principal 1	35%	about right	11.5%
Principal 2	15%	somewhat too little	23.5%
Principal 3	30%	somewhat too little	8.5%
Principal 4	15%	somewhat too little	6.5%
Principal 5	20%	about right	5.5%

[1] The Seger, *et al.* "Inventory of Administrative Resources and Services" category entitled "School Program."

Staff Personnel. Table 7.10 presents the data for the time spent on the task Staff Personnel by each of the five principals.

Table 7.10
Summary* of Time Spent on Work Involving Staff Personnel
for Five Grades I-XII Principals

Staff Personnel	1	2	3	4	5
Number of Activities in Staff Personnel	43	74	53	142[1]	110
Average Number per Day	8.6	14.8	10.6	28.4	22
Time on Activities in Staff Personnel: minutes (hours)	293.5 (4.9)	393 (6.6)	704.5 (11.7)	463.5 (7.7)	192 (3.2)
Average Duration in Minutes	6.8	5.3	13.3	3.3	1.7
Proportion of Total Working Time	9.5%	11.4%	18.5%	12.7%	6.5%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] An additional 30-minute activity was logged on a week-end.

The Pre-Observation Conference outline gives examples of indicators in Staff Personnel: (1) recruitment of teachers; (2) staff development; (3) supervision and evaluation; (4) interpreting system policies, regulations, procedures and priorities to staff; staff meetings are included; (5) personal and career counselling; and (6) assisting with student teachers.

It was possible to find activities in the first five areas noted above; no activities were recorded in the sixth area of assisting with student teachers. Perhaps the teacher practicum at the University of Alberta did not coincide with the observation period. Two additional sections were recorded: (1) an area for parental or student complaints about teachers in their teaching function; and (2) a teacher contesting a dismissal after a one-year probationary period.

Only Principal 3 was involved in teacher supervision and evaluation. Eighteen activities lasting 333.5 minutes related to teacher observations in the classroom.

Activities with substitute teachers were placed in Staff Personnel for two reasons: (1) substitute teachers are generally teachers, however, in the schools of Principals 1 and 2, some of the substitute teachers were parent supervisors; and (2) it appeared more logical to keep all activities relating substitute teachers in one section. For example, a teacher telephoning for a substitute teacher is a Staff Personnel matter and the resulting telephone call to a substitute teacher requesting service was kept as a Staff Personnel matter rather than being placed in support management.

Exclusion of the observer was required on 22 occasions. The principal or teacher asked for exclusion of the observer on 11 occasions. The observer chose to be excluded from: (1) the five observations of teachers in classrooms and the two post-observation conferences; (2) the unscheduled meeting and exchange with the superintendent of schools; (3) the travel activity to view an apartment for a prospective teacher; and (4) a discussion with a teacher prior to a meeting with a class.

Staff Personnel placed third, 12.1 per cent, in distribution of time among the task areas for the five principals. The task area Staff Personnel ranked in second place for Principal 3 representing 18.5% of the total working time. Staff Personnel ranked in third place for Principals 4 and 2, 12.7% and 11.4%, respectively. The task area Staff Personnel ranked sixth for Principal 1, 9.5% and seventh for Principal 5, 6.5%. The task area Staff Personnel also ranked in third place in number of activities performed by the five principals, that is, 10.9 per cent of the activities. Variations in proportion of activities in Staff Personnel ranged from a high of 3.7% for Principal 4 to 1.1% for Principal 1. The average length of each activity in Staff Personnel tasks was 4.8 minutes per activity for the principals; variations among the principals ranged from a high of 13.3 minutes per activity for Principal 3 to a low of 1.7 minute per activity for Principal 5.

Were the number of activities judged to be normal by the principals during the observation period? In the first Post-Observation Conference, Principals 1, 3 and 5 judged the activities in Staff Personnel during the observation period to be normal. Principal 2 judged the number of activities in Staff Personnel during the observation to be fewer than normal; he felt that teachers had been reluctant to come ask questions regarding their work loads for the school year 1982-1983 while the observer was present. (Teaching work loads are included in timetabling in Curriculum and Instruction.) Except for discussions about work load that are common during timetabling, Principal 2 judged the number of activities in Staff Personnel to be normal in the other areas. Principal 4 judged the activities in Staff Personnel to be greater than normal during the observation period; he held many interviews because of staff changes, that is, hiring two teachers and a teacher was transferred.

Relationship Between the Amount of Time Principals Perceive
That They Spend on Staff Personnel in a School Year
and the Amount of Time during the Observation Period

	Proportion of Time in Staff Personnel during a School Year	How appropriate is the amount of time devoted to Staff Personnel?	Proportion of Time during the Observation Period
Principal 1	15%	somewhat too little	9.5%
Principal 2	30%	about right	11.4%
Principal 3	10%	somewhat too little	18.5%
Principal 4	20%	about right	12.7%
Principal 5	20%	about right	6.5%

Student Personnel. Table 7.11 presents the data for the time spent on the task Student Personnel by each of the five principals.

The Pre-Observation Conference outine gives examples of indicators in the task area Student Personnel: (1) attendance; (2) counselling; (3) disciplining; (4) extra-curricular programme; (5) student government; (6) student registration and graduation; (7) testing and evaluation; and (8) procedures for student appeals.

Attendance involves a system of maintaining student accounting and attendance. Attendance activities were recorded for all the principals. Student absenteeism was a concern of all principals. Two schools had contacts with Social Services because of student absenteeism. Some schools had systems of passes for library or for going up-town at noon. Two schools had a system of late slips for re-entry into classes.

Counselling involves guidance and counselling programmes for students, career planning information and orientation for new students and parents. Only one school had a guidance counsellor; all activities that were student-related with the guidance teacher were included in counselling. Principals do not only counsel students directly but also advise teachers

Table 7.11
Summary* of Time Spent on Work Involving Student Personnel
for Five Grades I-XII Principals

Student Personnel	1	2	3	4	5
Number of Activities in Student Personnel	136	422	96	241[1]	282
Average Number per Day	27.2	84.4	19.2	48.2	56.4
Time on Activities in Student Personnel: minutes (hours)	306 (5.1)	993 (16.6)	356.5 (5.9)	546.5 (9.1)	549 (9.2)
Average Duration in Minutes	2.3	2.4	3.7	2.3	1.9
Proportion of Total Working Time	9.9%	28.8%	9.4%	14.9%	18.7%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] Three additional activities lasting 870 minutes were logged on a week-end.

and parents on counselling matters, therefore, all activities of a counselling nature were included. No activities were recorded in career information, however, many of the catalogues recorded in Resource Management probably contained career information. Orientation was limited to orientation of ECS students for grade one in two schools.

Disciplining involves action on discipline matters. Counselling and disciplining are not firmly delineated; it is possible to view disciplining as counselling. Disciplining was reserved for activities where the teachers referred students to the principals or where the principal directly admonished students for minor misdemeanours, for example, running in hallways or asking students to pick up papers.

Monitoring students, especially during times of student activity in halls such as recesses, noon hours, before and after classes, were recorded separately from disciplining and counselling. Monitoring time is somewhat under-represented because the observer removed "interruptions" from the monitoring time. An "interruption" entails activities that are done while the monitoring activity is going on, for example, a principal may be conversing during a monitoring activity or may adjust the time on a clock.

Extra-curricular activities includes all student activities that are not reserved for the Curriculum and Instruction category of facilitating out-of-school experiences, that is, field trips, student exchanges and work experience study. The extra-curricular activities observed were athletics such as baseball, soccer and track and field, summer recreational programmes for students, Red Cross activities for students, Pitch-In Projects, school concerts and recitals, Camp-Out, yearbook, band tour, seedling contracts, Houses or intra-murals, free student tickets to shows or exhibitions, and a mass for students. Church masses present problems in categorizing: (1) in the case of Principal 2's school, a Catholic separate school, the First Communion mass was included in Curriculum and Instruction as part of the school programme; and (2) in the case of Principal 5's school, a public school the 1-minute exchange with the priest regarding a mass was categorized in extra-curricular activities.

Activities were noted in student government, however, there is an overlap between student government and the graduation activities that were recorded separately. Many graduations are under the auspices of the students' union. In addition, the yearbook activities noted in extra-curricular activities may also be under the students' union.

Student registration includes: (1) registration procedures for new students to the school as well as transferring procedures for students leaving the school; (2) registration requests from other schools, for example, return of transfer forms, requests for cumulative records and information required by private schools and special education schools; (3) Alberta Education grade nine registration forms that are designed to assign student numbers for high school; and (4) registration forms for internal use in the school.

Graduation involved both activities related to actual graduation of ECS, grade nine and grade twelve students and activities involving checks on whether students had enough credits to graduate from high school.

Testing and evaluation included all activities involving testing, either initiated by the school, the division/county or by the province. An exception occurs with the pilot testing of Alberta Education Attitude Tests which were recorded in System-Wide Policies and Operations as providing information for researchers. Also included in testing and evaluation were the exchanges and conferences involving pass/fail of students, testing done by psychologists, reading consultants and speech therapists, and the testing required by Alberta Education for correspondence students. Procedures for student appeals of test marks are also a part of testing and evaluation.

Exclusion of the observer was required on 18 occasions, generally unscheduled meetings with teacher and student or with parents; students were strapped on three occasions.

The task area Student Personnel ranked in second place for the proportion of the five principals' total working time, that is, 16.2 per cent. Principal 2 spent the largest portion of time in Student Personnel, that is, 28.8%. Student Personnel tasks ranked in second place for Principals 5 and 4, 18.7% and 14.9%, respectively. Student Personnel ranked in fifth place for Principal 1, 9.9% and in fourth place for Principal 3, 9.4%. Student Personnel tasks ranked in first place when distributions of frequency of activities were considered; 30.4 per cent of the activities of the five principals was in Student Personnel. Variations among the principals in activities in Student Personnel ranged from a high of 10.9% for Principal 2, followed by 7.3% for Principal 5, 6.2% for Principal 4, 3.5% for Principal 1 and 2.5% for Principal 3. The average duration of each activity in Student Personnel was 2.3 minutes per activity; variations ranged from a high of 3.7 minutes per activity for Principal 3 to a low of 1.9 minute per activity for Principal 5.

Were the number of activities judged to be normal by the princials during the observation period? In the first Post-Observation Conference, Principal 2 judged the number of activities in Student Personnel during the observation period to be fewer than normal; he felt that teachers had cut-back on the number of students being referred to the office while the observer was present. All of the other principals judged the activities in Student Personnel during the observation period to be normal. Principal 1 indicated that there had been more accidents than usual during the week of observation. Principal 3 indicated that intra-murals would have been observed on Thursday if the principal had been at the school that day.

Principal 5 noted that only on the first day of observation had the students acted shy in the presence of the observer; the students had "settled down" to their normal behaviour during the remainder of the observation period.

Relationship Between the Amount of Time Principals Perceive That They Spend on Student Personnel in a School Year and the Amount of Time during the Observation Period

	Proportion of Time in Student Personnel during a School Year	How appropriate is the amount of time devoted to Student Personnel?	Proportion of Time during the Observation Period
Principal 1	10%	somewhat too little	9.9%
Principal 2	10%	somewhat too little	28.8%
Principal 3	30%	about right	9.4%
Principal 4	15%	about right	14.9%
Principal 5	20%	about right	18.7%

Resource Management. Table 7.12 presents the data for time spent on the task Resource Management by each of the five principals.

The Pre-Observation Conference outline gives examples of indicators in Resource Management: maintaining book-keeping and accounting system, managing school generated funds, collecting fees, maintaining inventory of resources, purchasing services and materials, projecting staff needs, preparing budget, making decisions regarding instructional materials and equipment and filling in month-end returns. These examples served as a guide in recording observations. A major difficulty in a category such as Resource Management is distinguishing the fine line there may be between Resource Management and other tasks that are affected, for example programming and staffing.

In no part of tasks relating to Resource Management was there a need or request to exclude the observer.

Resource Management ranked in seventh place for time spent by the five principals, that is, 7.3 per cent. The task area Resource Management ranked in third place for Principals 5 and 1, representing 16% and 12%, respectively, of their total working time. Resource

Table 7.12
Summary* of Time Spent on Work Involving Resource Management for Five Grades I-XII Principals

Resource Management	1	2	3	4	5
Number of Activities in Resource Management	33	66	21	63[1]	149
Average Number per Day	6.6	13.2	4.2	12.6	29.8
Time on Activities in Resource Management: minutes (hours)	372 (6.2)	95 (1.6)	105.5 (1.8)	198.5 (3.3)	470 (7.8)
Average Duration in Minutes	11.3	1.4	5	3.2	3.2
Proportion of Total Working Time	12%	2.8%	2.8%	5.4%	16%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] An additional 30-minute activity was logged on a week-end.

Management ranked in sixth place for Principal 3 with 2.8% of time spent and ranked in ninth place for Principals 4 and 2, 5.4% and 2.8%, respectively. The task area Resource Management was in sixth place in number of activities; 8.6 per cent of the principals' activities occurred in Resource Management. Variations among the five principals ranged from a high of 3.9% of the activities for Principal 5, followed by 1.7% for Principal 2, 1.6% for Principal 4, .9% for Principal 1 and .5% for Principal 3. The average duration of each activity in Resource Management was 3.7 minutes per activity for the five principals; variations ranged from a high of 11.3 minutes per activity for Principal 1 to a low of 1.4 minutes per activity for Principal 2.

Were the number of activities judged to be normal by the principals during the observation period? In the first Post-Observation Conference, all of the principals gauged the number of activities in Resource Management to be normal. However, two occurrences in Principal 5's school created additional work, that is, the three broken windows created additional work in claims and teachers taking personal days off before the end of June created additional work with substiute teachers' forms.

Relationship Between the Amount of Time Principals Perceive
That They Spend on Resource Management in a School Year and
the Amount of Time during the Observation Period

	Proportion of Time in Resource Management during a School Year	How appropriate is the amount of time devoted to Resource Management?[1]	Proportion of Time during the Observation Period
Principal 1	10%	about right	12%
Principal 2	10%	somewhat too much	2.8%
Principal 3	5%	about right	2.8%
Principal 4	10%	about right	5.4%
Principal 5	5%	about right	16%

[1] In the Seger, *et al.* "Inventory of Administrative Resources and Services" category entitled "Financial Management."

Support management.Table 7.13 presents the data for the time spent on the task Support Management by each of the five principals.

The Pre-Observation Conference outline gives examples of indicators of Support Management: (1) transportation, that is, supervising school transportation system; (2) maintenance, that is, assisting in recruitment and selection of non-certificated staff; monitoring needs for non-instructional services; (3) informing support staff of legal requirements that affect school operations; and (4) physical facilities, that is, managing school plant.

It was possible to record activities in transportation, generally bussing for field trips. Supervision of busses loading and unloading students is recorded in Student Personnel, generally a monitoring activity. The category physical factilities includes: (1) contacts with the janitor or central office maintenance personnel; and (2) the myriad duties involving keys, duplicating, equipment, electrical and heating of the plant and security and maintenance of the school plant. Work involving BQRP projects or new construction would have been placed in physical facilities if these had occurred. Support services are divided into: (1) support services for support staff, that is, aides and secretaries involving recruitment, staff development and matters that related specifically to their job, for example, typing required, processing mail and

Table 7.13
Summary* of Time Spent on Work Involving Support Management
for Five Grades I-XII Principals

Support Management	1	2	3	4	5
Number of Activities in Support Management	58	217[1]	37	181[2]	119
Average Number per Day	11.6	43.4	7.4	36.2	23.8
Time on Activities in Support Management: minutes (hours)	141 (2.4)	273 (4.6)	50.5 (.8)	413.5 (6.9)	225 (3.8)
Average Duration in Minutes	2.4	1.3	1.4	2.3	1.9
Proportion of Total Working Time	4.6%	7.9%	1.3%	11.3%	7.7%

*Based on a Total of 5 Weeks of Observation Time and Diaries
[1] Two additional activities lasting 10 minutes were logged on a week-end.
[2] An additional 30-minute activity was logged on a week-end.

their personal telephone calls; (2) support services for teachers and substitute teachers often processing their personal telephone calls; and (3) support services for students often searching for lost student materials and processing their personal telephone calls.

Exclusion of the observer was not required for any activities in Support Management.

Support Management accounted for 6.5 per cent of the time spent by the principals, for eighth place among the task areas. Support Management ranked in fourth place for Principal 4 with 11.3% of time spent and in sixth place for Principals 2 and 5, 7.9% and 7.7%, respectively. The task area Support Management ranked in ninth place for Principals 1 and 3, 4.6% and 1.3%, respectively, of time spent. Support Management tasks ranked in second place when number of activities performed by the five principals were considered; 15.8 per cent of the five principals' activities occurred in Support Management. Variations in proportion of activities in Support Management among the five principals ranged from a high of 5.6% of the activities for Principal 2, followed by 4.7% for Principal 4, 3.1% for Principal 5, 1.5% for Principal 1 and .9% for Principal 3. The average length of each activity in Support Management tasks was 1.8 minute per activity; variations among the five principals ranged from a high of 2.4 minutes per activity for Principal 1 to a low of 1.3 minute per activity for Principal 2.

Were the number of activities judged to be normal by the principal during the observation period? In the first Post-Observation Conference, all principals with the exception of Principal 5 judged the number of activities in Support Management during the observation period to be normal. Principal 1 noted that a major BQRP renovation project had just been completed during the winter and landscaping near the new wing would be done later in the spring or early summer. Both Principals 3 and 4 stated that they expected major renovations during the 1982-1983 school year. Principal 5 judged the number of activities in Support Management to be greater than normal during the observation period; there were more transportation activities because of added field trips being taken near the end of the school year.

Relationship Between the Amount of Time Principals Perceive
That They Spend on Support Management in the School Year
and the Amount of Time during the Observation Period

	Proportion of Time in Support Management during a School Year	How appropriate is the amount of time devoted to Support Management?	Proportion of Time during the Observation Period
Principal 1	20%	about right	4.6%
Principal 2	20%	about right	7.9%
Principal 3	13%	too much	1.3%
Principal 4	14%	about right	11.3%
Principal 5	13%	about right	7.7%

System-wide policies and operations. Table 7.14 presents the data for time spent on the task System-Wide Policies and Operations by each of the five principals.

The Pre-Observation Conference outline lists examples of indicators in System-Wide Policies and Operations: (1) attend administrators' meetings; (2) provide information requested by supervisors and/or researchers; (3) recommend staff for permanent certification, re-employment, tenure, promotion or dismissal; (4) ensure that school goals and objectives are consistent with district/provincial goals; (5) monitor and control school visitors; and (6)

Table 7.14
Summary* of Time Spent on Work Involving System-Wide Policies and Operations for Five Grades I-XII Principals

System-Wide Policies and Operations	1	2	3	4	5
Number of Activities in System-Wide Policies and Operations	62	62	63	68	157
Average Number per Day	12.4	12.4	12.6	13.6	31.4
Time on Activities in System-Wide Policies and Operations: minutes (hours)	483 (8.1)	274 (4.6)	1788.5 (29.8)	230.5 (3.8)	552 (9.2)
Average Duration in Minutes	7.8	4.4	28.4	3.4	3.5
Proportion of Total Working Time	15.6%	8%	46.9%	6.3%	18.8%

*Based on a Total of 5 Weeks of Observation Time and Diaries

provide for health, welfare and safety of students and staff.

Even though activities can be found that relate to a category System-Wide Policies and Operations, the category System-Wide Policies and Operations, in turn, consists of elements in the other task areas. For example, the central issue discussed in the administrators' meeting attended by Principal 1 was a staff cut-back, a Resource Management task. The Alberta Education Attitude Tests to gauge student attitude toward school subjects in Principal 5's school, represented a Student Personnel task. Providing for the health, welfare and safety of students and staffs involves the following tasks: Staff Personnel, Student Personnel and Support Management.

The six indicators listed above were useful for discussing the task System-Wide Policies and Operations as it relates to the five principals. It was possible to assign the principals' activities to five of the above six indicators. Principals appeared to personally know their school visitors who were generally parents, substitute teachers, concession vendors or central office personnel. Perhaps the rural settings of the schools accounted for the paucity of activities in this area or perhaps the controlling of visitors was only a sporadic activity. Two additional criteria were noted in the observations: (1) the first related to providing in-put in decisions through membership on steering committees that were at a provincial level or, at least, a level external to the school district, county or division; and (2) the second form related to providing information to, or securing information from, sources external to the school system.

Exclusions of the observer in the task System-Wide Policies and Operations were not numerous. The vice-principal in Principal 2's school requested privacy for a short discussion with the principal regarding the observer's presence in the school. The observer was excluded from the Mathematics Coordinating Committee meeting attended by Principal 3 at the request of the Associate Director of Curriculum, Alberta Education.

Nearly twenty per cent (19.6%) of the five principals' working time was spent in the task area System-Wide Policies and Operations. Principals 3 and 5 spent the largest portion of their time in System-Wide Policies and Operations, that is, 46.9% and 18.8%, respectively. System-Wide Policies and Operations ranked second for Principal 1, 15.6% of the working time, ranked fifth for Principal 2, 8% of the time and eighth for Principal 4, 6.3% of the time. When distributions of frequency of activities were considered, System-Wide Policies and Operations ranked fourth in proportion of activities with 10.6 per cent of the activities of the principals devoted to System-Wide Policies and Operations. Variations among the five principals ranged from a high of 4% for Principal 5, followed by 1.8% of the activities for Principal 4 and 1.6% for Principals 1, 2 and 3. The average length of each activity in System-Wide Policies and Operations was 8.1 minutes; variations among the principals ranged from a high of 28.4 minutes per activity for Principal 3 to a low of 3.4 minutes per activity for Principal 4.

Were the number of activities judged to be normal by the principals during the observation period? In the first Pre-Observation Conference, all of the principals gauged the number of activities in System-Wide Policies and Operations to be normal for that time of year. Principal 1 felt that the beginning of the year would contain more tasks in System-Wide Policies and Operations than during the latter part of a school year. Principal 3 noted that system-wide testing and provincial testing should be included in System-Wide Policies and Operations.

Community relations. Table 7.15 presents the data for time spent on the task Community Relations by each of the five principals.

The Pre-Observation Conference outline gives examples of indicators in the task area Community Relations: (1) develop communication channels with parents and local community; (2) facilitate adult education programmes; and (3) administer community use of schools and facilities.

Included in the area of developing communication channels with parents and the local community were activities that involved: (1) newsletters to parents; (2) the PTA; (3) any activities that had overtones of public relations, for example, Principal 1's tour of the school with a new parent or Principal 2's exchange with a resident living across the street from the school; and (4) any activities where the principals belonged to community organizations or service clubs.

In the Pre-Observation Conference, all of the principals stated that they viewed belonging to community organizations or service clubs as part of the job of being a principal. These organizations and clubs offered contacts with civic leaders and offered an opportunity for principals to "sell" their schools to community leaders directly and indirectly. A list of the organizations in which the four male principals stated membership included: KC's, Parish Council, Lions, Foresters, steering Agency Committee and the PTA. Principal 3, being female, was not allowed to join service clubs like Lions or orders like KC's and Foresters. She was included in socials rather than clubs. In the two years prior to the observation week, she had been included in the RCMP social and the annual dinner of the Chamber of Commerce. However, she stated in the Pre-Observation Conference that, in her work, she had to have contacts with: (1) the Town Council because of joint-use agreements; (2) the Recreation Board because of the use of the pool; and (3) the Chamber of Commerce because of the Work Experience programme in the school.

Table 7.15
Summary* of Time Spent on Work Involving Community Relations for Five Grades I-XII Principals

Community Relations	1	2	3	4	5
Number of Activities in Community Relations	40	12	0	88	62
Average Number per Day	8	2.4	0	17.6	12.4
Time on Activities in Community Relations: minutes (hours)	744 (12.4)	21.5 (.4)	0 (0)	922 (15.4)	154.5 (2.6)
Average Duration in Minutes	18.6	1.8	0	10.5	2.5
Proportion of Total Working Time	24.1%	.6%	0%	25.2%	5.3%

*Based on a Total of 5 Weeks of Observation Time and Diaries

Very few activities were recorded in the area of facilitating adult education programmes.

Included in administering community use of schools and facilities were requests for school involvement in projects or activities external to the school, for example, participation in Community League baseball and invitations to send staff and students to St. Paul on a school day for Mother Theresa's visit.

Principal 3 who was observed only 1.5 days in the school was not involved in any recorded activities of Community Relations. However, Principal 3 made 8 telephone calls to parents requesting consent for testing students for gifted programmes and special programmes. These 8 activities lasting 11 minutes were categorized in Student Personnel, however, there were definite overtones of the public relations aspect of Community Relations. Principal 3 indicated that she had already written about 20 newsletters to parents during the first eight months of school; she felt that she wrote more newsletters to parents than other principals in the school division. Joint use agreements, public relations with trustees, Christmas dances for parents and students, liaison with Canadian Legion and many other Community Relations activities were noted in the structured interview.

In no part of tasks relating to Community Relations was there a need or request to exclude the observer.

Community Relations ranked in fifth place for time spent by the five principals, that is, 10.9 per cent. Principals 4 and 1 spent the largest portion of their work time on Community Relations tasks, 25.2% and 24.1%, respectively. Community Relations tasks ranked ninth for Principal 5, 5.3%, last or tenth for Principal 2, .6% and Principal 3 had no activities recorded in Community Relations. The task area Community Relations placed eighth when distributions of frequency of activities were considered, that is, 5.2 per cent of the principals' activities were in Community Relations. Variations among the principals ranged from a high of 2.3% of the activities for Principal 4, followed by 1.6% for Principal 5, 1% for Principal 1 and .3% for Principal 2. The average length of each activity in Community Relations tasks was 9.1 minutes per activity for the principals; variations ranged from a high of 18.6 minutes per activity for Principal 1 to a low of 1.8 minute per activity for Principal 2, excluding 0 minute per activity for Principal 3.

Were the number of activities judged to be normal by the principals during the observation period? In the first Post-Observation Conference, the principals were asked to gauge whether the number of activities in Community Relations had appeared to be normal during the observation period. All of the principals gauged the number of activities to be normal, however, Principal 3 was observed only 1.5 days in the school which would account for no activities recorded in Community Relations.

Relationship Between the Amount of Time Principals Perceive That They Spend on Community Relations in a School Year and the Amount of Time during the Observation Period

	Proportion of Time in Community Relations during a School Year	How appropriate is the amount of time devoted to Community Relations?	Proportion of Time during the Observation Period
Principal 1	10%	about right	24.1%
Principal 2	5%	somewhat too little	.6%
Principal 3	10%	somewhat too much	0%
Principal 4	16%	somewhat too little	25.2%
Principal 5	10%	about right	5.3%

Teaching. Table 7.16 presents the data for time spent on the task Teaching by each of the five principals.

Small school principals are often teaching principals, that is, they have regularly scheduled classes to teach as well as having duties of the principalship. Principal 1 had been relieved of a regularly scheduled teaching assignment during the 1981-1982 school year because of the,additional work that had to be done in order to prepare the Community School Charter; in former years he taught Social Studies 30 on a ten-month basis. Principal 1 noted that both he and the vice-principal often substituted for absent teachers. Principal 2 taught 4 blocks of Religion 9 to the girls. Principal 3 was not teaching during 1981-1982, however, she had taught a junior high option in 1980-1981. Principal 4 taught 4 blocks of Canadian History 20 and 1 block of an Activitiy Period with Grade IX. Principal 5 taught 5 blocks of ACFA French to Grades VIII-IX.

The teaching task was divided into two parts: (1) regularly scheduled teaching; and (2) substitute teaching for absent teachers. Where the teaching was scheduled or the substitute teaching was unscheduled, the observer was to be excluded. Two exceptions occurred: (1) the observer inadvertently observed one regularly scheduled class; and (2) the observer asked to hear the WCC speaker who had been invited to give a presentation to the Social Studies 10 class and the principal's Canadian History 20 class.

Table 7.16
Summary* of Time Spent on Work Involving Teaching
for Five Grades I-XII Principals

Teaching	1	2	3	4	5
Number of Activities in Teaching	11	6	0	22	21
Average Number per Day	2.2	1.2	0	4.4	4.2
Time on Activities in Teaching: minutes (hours)	163 (2.7)	124 (2.1)	0 (0)	248 (4.1)	280 (4.7)
Average Duration in Minutes	14.8	20.7	0	11.3	13.3
Proportion of Total Working Time	5.3%	3.6%	0%	6.8%	9.5%

*Based on a Total of 5 Weeks of Observation Time and Diaries

Nearly five per cent (4.8%) of the five principals spent their time in the Teaching category; teaching ranked in ninth place. The task area Teaching placed fifth for Principal 5, representing 9.5% of the total working time and placed sixth for Principal 4 with 6.8%. Teaching ranked in eighth place for Principals 1 and 2, representing 5.3% and 3.6%, respectively, of the time spent. Principal 3 had no Teaching tasks recorded. The task area Teaching also ranked in ninth place when number of activities were considered, that is, 1.6 per cent of the five principals' activities involved Teaching. Variations among the principals ranged from a high of .6% of the activities for Principal 4, followed by .5% for Principal 5, .3% for Principal 1 and .2% for Principal 2. The average length of each activity in the task area Teaching was 13.6 minutes per activity; variations ranged from a high of 20.7 minutes per activity for Principal 2 to a low of 11.3 minutes per activity for Principal 4, excluding 0 minute per activity for Principal 3.

Do principals have to teach? Principals were asked at the Pre-Observation Converence whether they had to teach by regulation or by board policy. All of the principals stated that they did not have to teach. Principal 2 indicated that he would like to increase his teaching load to ten credits in 1982-1983. Principal 5 indicated that he taught because he liked teaching; in addition, he was the only qualified teacher on staff for ACFA French at the secondary level.

Even though principals were not asked to judge how normal the teaching task had been during the observation period, Principal 5 commented on a perennial problem of the teaching principal, that is, being detained from teaching or being interrupted while teaching. During the observation period, Principal 5 was not interrupted during the regularly scheduled teaching classes; he was sure that the five days during the observation had not been normal regarding the problem of loss of teaching time.

Relationship Between the Amount of Time Principals Perceive That They Spend on Teaching in a School Year and the Amount of Time during the Observation Period

	Proportion of Time in Teaching during a School Year	How appropriate is the amount of time devoted to Teaching?	Proportion of Time during the Observation Period
Principal 1	0%	about right	5.3%
Principal 2	10%	about right	3.6%
Principal 3	0%	too little AND outside of designation	0%
Principal 4	10%	about right	6.8%
Principal 5	12%	about right	9.5%

Unclassified. Table 7.17 presents the data for time spent on a "task" area categorized as Unclassified; only Principal 3 was affected.

Seven activities lasting 52.5 minutes were assigned to an Unclassified category, that is, a category where there was insufficient information to categorize the activities in the major task areas. All of the activities were "mail" activities for Principal 3. Two of the activities lasting 45 minutes were evening activities marked "general sorting or mail" and "answering/sorting mail" in the diary. The remaining 5 activities lasting 7.5 minutes were activities involving the placing of mail items into teacher mailboxes at the school during the observation period.

The processing of mail was observed with the other four principals item by item and the observer was able to assign each letter, note, catalogue or other form of mail according to source or designee and record the appropriate task area. In the case of Principal 3, the diary information does not itemize each mail item and the distribution into mailboxes was intensive

Table 7.17
Summary* of Time Spent on Work Categorized as Unclassified
for Five Grades I-XII Principals

Unclassified	1	2	3	4	5
Number of Activites in Unclassified	0	0	7	0	0
Average Number per Day	0	0	1.4	0	0
Time on Activities in Unclassified: minutes (hours)	0 (0)	0 (0)	52.5 (.9)	0 (0)	0 (0)
Average Duration in Minutes	0	0	7.5	0	0
Proportion of Total Working Time	0%	0%	1.4%	0%	0%

*Based on a Total of 5 Weeks of Observation Time and Diaries

and rapid. If the observer had asked the principal to state each item, the observer would have been seriously impeding the progress of the activity. However, valuable data were lost. The principal placed at least fifteen items into teacher mailboxes, therefore, the principal total number of activities were lessened. The individual number of items processed in the two evening sessions is unknown but, again, the total number of activities for Principal 3 was under-represented, as well as, the number of participants and the number of task categories.

The task area "Unclassified" ranked last and represented .3 per cent of the total working time of the five principals. Only Principal 3 had any activities recorded in "Unclassified." Unclassified tasks represented 1.4 per cent of Principal 3's total working time and ranked in eighth place for time spent. Unclassified tasks also place last, or in eleventh place, when numbers of activities were considered; .2 per cent of the total number of activities were in "Unclassified." The average duration of each activity in Unclassified tasks was 7.5 minutes per activity.

What Did Five Grades I-XII Principals Do? A Composite

Table 7.18 presents aggregate data for the time spent by the five principals in each task category. Most time was spent in System-Wide Policies and Operations for a total of 55.5 hours followed by Student Personnel for a total of 45.9 hours. Staff Personnel required 34.1 hours, followed by Curriculum and Instruction with 31.5 hours, Community Relations with 30.7 hours and Pleasantries with 26.2 hours. Resource Management was in seventh place with 20.7 hours followed by Support Management with 18.4 hours. Teaching was in ninth place with 13.6 hours followed by Personal tasks with 5 hours. The category that required the least time was Unclassified with .9 hour.

Table 7.18
An Aggregate* of Time Spent in Eleven Categories of Tasks
for Five Grades I-XII Principals

Category of Task	Total Time in Each Task Minutes	Hours	Total Number of Activities	Average Duration of each Task (minutes)
System-Wide Policies and Operations	3328	55.5	412	8.1
Student Personnel	2751.0	45.9	1177	2.3
Staff Personnel	2046.5	34.1	422	4.8
Curriculum and Instruction	1889.5	31.5	374	5.1
Community Relations	1842.0	30.7	202	9.1
Pleasantries	1570.0	26.2	215	7.3
Resource Management	1241.0	20.7	332	3.7
Support Management	1103.0	18.4	612	1.8
Teaching	815.0	13.6	60	13.6
Personal	301	5.0	56	5.4
Unclassified	52.5	.9	7	7.5
Total:	16,939.5	282.3	3869	

*Based on a Total of 5 Weeks of Observation Time and Diaries (Excluding Week-Ends)

The average duration of each activity for the five principals ranged from a high of 13.6 minutes per activity in the task area Teaching to a low of 1.8 minutes per activity in Support Management.

Composite of the Work of Five Principals by Distribution of Time among the Categories of Tasks

A composite of what the five principals spent their time among eleven categories of tasks is presented in Figure 7.6.

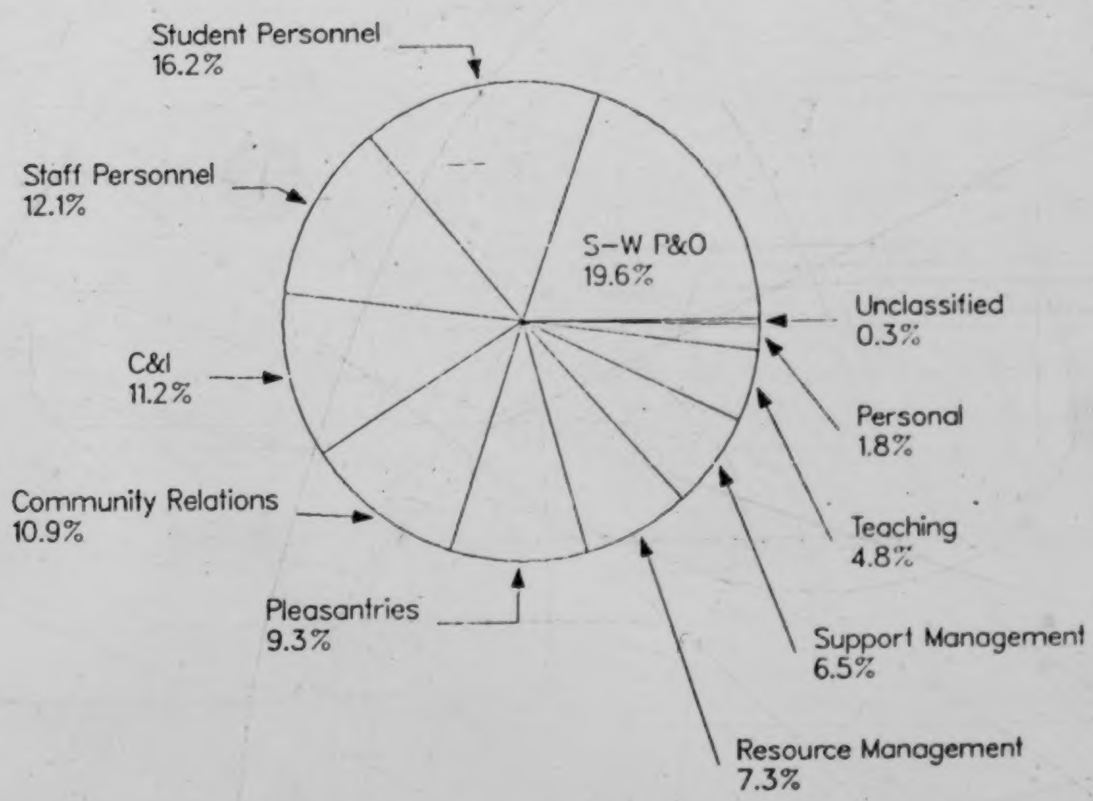

Figure 7.6
Circle Graph of Percentage Frequencies of Time Spent on Eleven Categories of Tasks

Figure 7.6 shows that the five principals spent nearly one-fifth of their time on System-Wide Policies and Operations (19.6%). They spent 16.2 per cent of their time in Student Personnel. About one-tenth of their time was spent in each of four task areas: Staff Personnel (12.1%), Curriculum and Instruction (11.2%), Community Relations (10.9%) and Pleasantries (9.3%). The next largest portions of time were on Resource Management with 7.3 per cent of the working time and Support Management with 6.5 per cent. Nearly one-twentieth of the time was spent on Teaching (4.8%). The task area Personal required 1.8 per cent and Unclassified was recorded as .3 per cent of the time.

Figure 7.7 shows that 30.4 per cent of the five principals's activities were in Student Personnel, however, in proportion to time spent, Student Personnel required 16.2 per cent of the time. Support Management represented 15.8 per cent of the five principals's activities but only 6.5 per cent of the time. Staff Personnel represented 10.9 per cent of the total number of activities as compared to 12.1 per cent of the total working time. System-Wide Policies and Operations represented 10.6 per cent of the activities, however, required 19.6 per cent of the time. Curriculum and Instruction represented 9.7 per cent of the activities as compared to 11.2 per cent of the time. In sixth place, Resource Management represented 8.6 per cent of the activities and 7.3 per cent of the time. Pleasantries represented 5.6 per cent of the activities and 9.3 per cent of the time. Community Relations represented 5.2 per cent of the activities and 10.9 per cent of the time. In ninth place, Teaching represented 1.6 per cent of the activities as compared to 4.8 per cent of the time. Personal tasks represented 1.4 per cent of the activities and 1.8 per cent of the time. The last task, Unclassified, represented .2 per cent of the activities and .3 per cent of the time.

Composite of the Work of Five Principals by Distribution of Frequency of Activities among the Categories of Tasks

A composite of the frequency of activities in each of the eleven categories is presented in Figure 7.7.

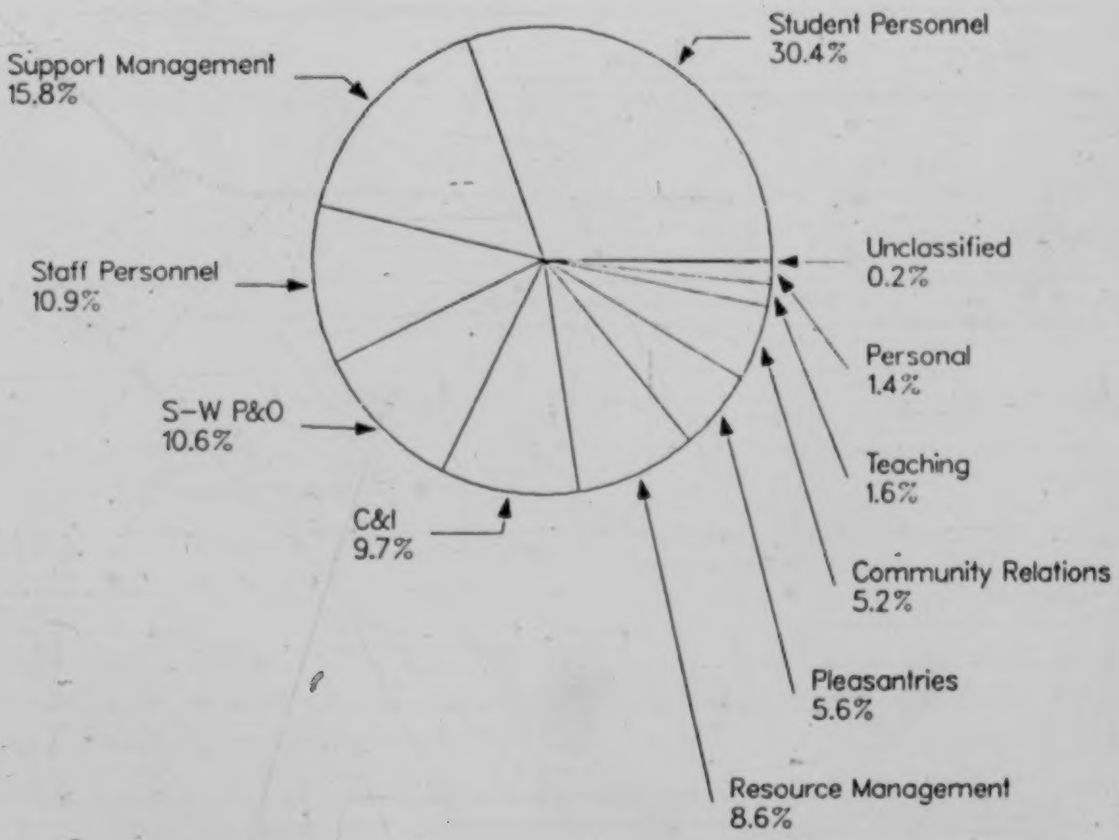

Figure 7.7
Circle Graph of Percentage Frequencies of Activities in Eleven Categories of Tasks

CHAPTER 8

Discussion of Findings

The content of this chapter is a discussion of the findings in relation to the central problem of this study, that is, a description of the work of five Grades I-XII principals using two variables: communication and task areas. Seven sub-problems guided this study:

1. What are the behaviours of principals as identified in the literature?
2. What are the actual behaviours of the principals of Grades I-XII schools as identified through observation, the review of diaries and by interview?
3. What variations exist among the principals observed?
4. What are the prominent characteristics of the principalship of Grades I-XII schools?
5. What are the differences and similarities between the principals observed and:
    a. The five chief executive managers in Mintzberg's (1973) study?
    b. The eight superintendents of schools in Duignan's (1979) study? and
    c. The five deans of nursing in Hannah's (1981) study? and
    d. The principals studied in the United States by Peterson (1978), Sproull (1978) and Martin (1980)?
6. To what extent can the all-grades principalship be considered routine? What aspects of the principalship are repetitive and predictable? What patterns are discovered? How much control over the job does a principal have?
7. What tentative propositions may be formulated regarding the nature of the principalship in Grades I-XII schools?

This chapter is divided into five sections. The first section presents a discussion on sub-problem one, that is, the behaviours of principals as identified in the literature. The second section presents a discussion on sub-problem two, three and four, that is, it identifies the behaviours of five Grades I-XII principals, demonstrates variations and prominent characteristics of the work of the five Grades I-XII principals. The third section compares the administrative behaviours of the five principals in this study with the administrators in similar studies by Mintzberg, Duignan, Hannah, Peterson, Sproull and Martin, that is, the section addresses sub-problem five. The fourth section addresses sub-problem six, that is, the nature of the Grades I-XII principalship. The fifth and final section addresses sub-problem seven and presents propositions regarding the nature of the principalship of Grades I-XII schools.

1. The Administrative Behaviours of Grades I-XII Principals as Defined in the Literature

The most pertinent literature on administrative behaviours of principals were the documents on task areas reviewed in Chapter 2. This study generated a description of the Grades I-XII principalship based on nine task areas reported in the literature: curriculum and instruction, staff personnel, student personnel, resource and support management, community relations, system-wide policies and operations, pleasantries and teaching. Two additional categories were added by the researcher: personal and unclassified. Operational definitions for each of the task areas are provided in Chapter 3. These tasks were used to present findings of high inference data in Chapter 7.

Literature on communication presented the framework for describing the characteristics of the work of principals. Communication is the central activity of managers; the task areas of principals are performed through the vehicle of communication. The characteristics of the Grades I-XII principalship were based on three aspects of communication: medium used, location and participants. These three aspects were used to present findings of low inference data in Chapters 4, 5 and 6.

The description of the administrative behaviours of the Grades I-XII principal generated in this study was based on the content of their work (tasks) and the characteristics of their work (communication).

2. Actual Behaviours of Five Grades I-XII Principals, Variations and Prominent Characteristics of the Grades I-XII Principalship

How long?

The five Grades I-XII principals in this study worked long hours, an average of 10.5 hours per day during the work week. Variations on the average number of hours worked per day during the work week ranged from a low of 8.8 hours per day to a high of 12.4 hours per day. The principals were observed arriving at the school between 0750 and 0840 and leaving the school between 1510 and 1645. They stated in their structured interviews that their school day could start between 0800 and 0845 and could end between 1615 and 1830.

Evening work was considered a normal extension of the job. All of the principals reported evening work during the work week in their diaries. They spent an average of 10.6 hours per week on evening work, or 2.1 hours per day. They stated in their interviews that there were work-related activities outside working hours, for example, scheduled evening meetings, work taken home, or coming back to the school for evening work and telephone calls at home. They all stated that the demands of their work interfered with their private lives.

In addition to long days during the work week, all of the principals stated that work-related activities occurred on week-ends. Four of the five principals had a set of observation periods that spanned a week-end; two of the four principals reported week-end work in their diaries. The activities and time spent were declared in parts of this study but were not included in the aggregate data because not all five principals had a chance to report week-end activities. Even though this study excluded week-end work from the aggregate data, the fact remains that week-end work placed demands on the principals.

A prominent characteristic of the Grades I-XII principalship in Zones II and III is a very long work day that is viewed by the principals as interfering with the time they have available for their private lives.

How frequently?

Each work day was punctuated by many activities using a variety of media, alone or with one or more participants, in a variety of locations in or out of the school for a variety of purposes. Some activities were concurrent. The five principals performed an average of 151.4 activities per day and each activitiy had an average duration of 4.1 minutes.

Three quarters (75.6%) of their activities lasted 2 minutes or less, that is, they had three times more .5 to 2 minute activities than tasks of any other length. Variations on the average number of activities per day ranged from a low of 64 activities per day for a principal who was observed in the school for only one and one-half days to 205.4 activities per day for a principal who was observed a full five days in the school. Variations in the average length of each activity ranged from a low of 2.6 minutes per activity to a high of 11.7 minutes per activity.

A comparison between observed activities during the work day and self-reported activities reveals that the work of the principals was far more fragmented during the work day. Activities observed during the work day had an average duration of 2.9 minutes per activity while activities reported in diaries, generally extended work sessions and meetings in the evening, averaged 44 minutes per activity.

A comparison of the number of activities in medium and the time spent in medium reveals that 30.3 per cent of the activities were concurrent, that is, were performed simultaneously with other tasks. Eighteen per cent of the total time was spent on concurrent activities.

The principals were asked in a structured interview whether they felt that their job was hectic. All stated that the job kept them busy but that they had reservations about describing the job as hectic. Two principals conceded that there were hectic days but not so hectic that they could not handle those days. One principal stated that on some days there were so few interruptions that "You could read a book. Not often but it happens."

The principals were asked whether they had sufficient time on-the-job to think over problems and issues. Three principals stated that there was time on-the-job to think over problems and issues. Two principals stated that there was not enough time to think through problems; reflection time occurred out of school time.

All of the principals in their structured interviews stated that the dictum "Set your priorities, then don't allow any interruptions" was unrealistic for a principalship. They agreed that priorities had to be set but interruptions were to be expected when there was an open-door policy to staff, students and the community. Furthermore, the principals felt that the principalship was people-oriented, therefore, attention had to be given to the problems of staff, students and parents.

All five principals emphatically stated that they were in control of their time. One principal noted that it was the principal's decision to arrive at 0800 and do evening work to get the job done. Another principal said that a principal can control time by delaying meetings to a more convenient time or simply closing the door when paper work had to be done immediately.

Even though all principals anticipated and accepted interruptions as the nature of their job, the three principals who carried a regular teaching load expressed concern about being interrupted while teaching. They were concerned that interruptions arising from their job as principals during their teaching time was an infringement on their responsibilities to their students.

A prominent characteristic of the Grades I-XII principalship in Zones II and III was a very large number of activities performed each day with each activity lasting for a short duration of time.

Variable One: Communication: what kinds of information are processed? through what media? with whom? where? how frequently? how long?

What kinds of information are processed? Through what media?

The work of the five Grades I-XII principals was entered in ten categories of media. These ten categories can be re-grouped into three forms of information: print, verbal and visual.

Print. Mail, or print format, occupied 26.7 per cent of the principals' total working time; 14.7% of the time was spent on mail that was initiated by the principals, 5% for mail initiated by other participants and 7% of the time was spent or mail "to self," that is, notations made by the principals for their own use, locating information or filing information. All forms of mail accounted for 24.6 per cent of the activities in media. The average length of each activity in mail initiated by the principals was 6.8 minutes, in mail initiated by others was 2.5 minutes per mail item and mail "to self" was 5.2 minutes per item. Mail was the highest category of media used in relation to proportion of time spent but was in second place when distributions of frequency of activities were considered. More time was spent on mail either initiated by the principals or mail to themselves than on mail initiated by other participants.

Verbal. Five categories of media used the verbal mode of communication: scheduled meetings, exchange meetings, unscheduled meetings, telephone calls and announcements on the public address system. The verbal mode accounted for 58.3 per cent of the total working time and 68.3 per cent of the total number of activities.

Visual communication. Two categories of media used a visual mode of communication: tours and monitoring tours. The visual mode accounted for 7.5 per cent of the principals' total working time and 6.1 per cent of the total number of activities in media used.

Travel. Travel accounted for 6.7 per cent of the total working time, .7 per cent of the total number of activities and each travel activity lasted an average duration of 42.9 minutes.

Travel is not a communication mode but was an observable action that represented an extension of the other communication modes, that is, print, verbal or visual. One principal who stated that there was not enough thinking time on-the-job felt that travel time was a time for reflecting on the day's events, but, as was the case for exchanges with the observer, travel time was not recorded as "reflection" time.

Except for .5 per cent of the total working time spent on travel for personal reasons, the remaining 6.2 per cent of the travel time was spent to accommodate: (1) scheduled meetings with Alberta Education or other agencies, the superintendent of schools or other central office personnel and student appeals; and (2) exchange meetings or monitoring tours related to school needs.

No medium. The no medium category accounted for .8 per cent of the total working time, .3 per cent of the total number of activities and the average length of each activity in "no medium" was 10 minutes.

Like travel, the category of "no medium" is not a communication mode but was a visible action that, in some cases, accommodated a communication mode. The two activities lasting 45 minutes for Principal 3 were print modes but there was incomplete information about them and they could not be properly categorized. Waiting time for meetings and lunching alone with the observer were extensions of verbal communication. Checking or repairing equipment and re-setting clocks, representing .078 per cent of the total time, defied categorization in communication.

A prominent characteristic of the Grades I-XII principalship in Zones II and III is the extensive use of verbal communication. The five categories of verbal media occupied 58.3 per cent of the principals' time and accounted for 68.3 per cent of the activities. In addition, a large part of the 6.7 per cent of travel time and .7 per cent of travel activities accommodated the verbal mode of communication.

In the structured interviews, all five principals indicated that they were not concerned about the oral nature of their job. When asked whether they could envision any particular problems that could arise or had arisen because much of their activities were spent in verbal interaction with participants, one principal indicated that "important things said [were] followed up by a memo or a letter," another principal said that with certain people, one had to write things down and yet another principal indicated that personal notes were kept of what was said or decided during a verbal interaction. One principal indicated that he insisted that teachers write and not just verbally indicate that they planned to be absent from school; the chance of having a class of students unattended was too grave a consequence for teachers to trust the principal's memory. Another principal stated that it was "too CYA to write everything down," an indication that principals are concerned about their image.

Even though verbal communication was used extensively, the print form of communication was also used. The category "mail" occupied 26.7 per cent of the principals' time and accounted for 24.6 per cent of the activities as well as a portion of the "no medium" category. Seven per cent of the total time was spent on "mail to self," an indication that principals were concerned about recording verbal, print and visual information.

Visual communication was used the least. It occupied 7.5 per cent of the principals' time and accounted for 6.1 per cent of the activities.

With whom?

The work of the five Grades I-XII principals was allocated to four major divisions of participants: (1) seven extra-organizational participants; (2) eight intra-organizational participants; (3) solitary activities alone with the observer; and (4) solitary activities with no participants, not even the observer. Solitary activities were reported in two forms to distinguish between activities that were observed and activities that were reported in diaries.

Print, verbal or visual media were used to communicate with the fifteen categories of intra- and extra-organizational participants. Solitary activities represent instances of communication through print media and, in some cases, solitary travel activities.

In an aggregate of all types of media used, the five principals spent nearly one-half of their total working time (49.5%) with eight types of intra-organizational participants.

Variations occurred among the principals; Principal 2 spent the most time with intra-organizational participants, that is, 71.5% of the total working time while Principal 3 spent 23.8% of the total working time with that category. Principal 3 spent only one and one-half days in the school during the five day study period, therefore, time with intra-organizational participants would be expected to be low. When distributions of frequency of activities among the four major categories under participants are considered, the five principals spent 62 per cent of their activities on the eight types of intra-organizational participants. Principal 2 had the most activities with intra-organizational participants, that is, 870 activities and Principal 3 had the least, 201. The average length of each activity with intra-organizational participants for the five principals was 4.2 minutes per activity. Variations among the five principals ranged from a high of 6.9 minutes per activity for Principals 1 and 3 to a low of 2.7 minutes per activity for Principal 5.

Thirty-seven per cent of the total working time was spent with the seven types of extra-organizational participants. Variations occurred among the principals; Principal 3 spent the most time with extra-organizational participants, that is, 61.3% of the total working time and Principal 2 spent the least time, 17% of the total working time with extra-organizational participants. Twenty-four per cent of the five principals' activities occurred with extra-organizational participants; Principal 5 had the most activities with extra-organizational participants, that is, 389 activities, while Principal 1 had 140 activities with extra-organizational participants. The average duration of each activity with extra-organizational participants was 8.2 minutes per activity. Variations among the principals ranged from a high of 24.4 minutes per activity for Principal 3, to a low of 3.8 minutes per activity for Principal 5.

Solitary activities were reported in two forms. Solitary activities observed during the work day represented 9.5% of the total working time while solitary activities reported in diaries represented 4% of the total working time. Variations in solitary activities observed during the work day ranged from a high of 14.5% of the total working time for Principal 5 to a low of 4.7% of the total working time for Principal 3. Solitary work reported in diaries ranged from a high of 10.2% of the total working time for Principal 3 to a low of .5% for Principal 5. Solitary activities observed during the work day represented 13.1% of the total number of activities for the five principals while solitary activities reported in diaries represented .6% of the total number of activities. Variations in solitary activities observed ranged from a high of 176 activities for Principal 5 to a low of 66 activities for Principal 3. Solitary activities reported in diaries ranged from a high of 17 activities for Principal 3 to a low of one activity for Principal 4. The average length of observed solitary activities was 3.8 minutes while the average length of activities reported in diaries was 34.6 minutes per activity. Variations in the average duration of observed activities ranged from a high of 5.2 minutes per activity for Principal 1 to a low of 2.6 minutes per activity for Principal 4. Variations in the length of reported activities ranged from a high of 68.1 minutes per activity for Principal 1 to a low of 3.8 minutes per activity for Principal 5.

A prominent characteristic of the Grades I-XII principalship in Zones II and III is a preponderance of time and activities spent with people as opposed to solitary time and activities. The pressure of work during school hours was not conducive to reflective planning. During the work day, principals appeared to have a penchant for live action, that is, requests from students, teachers or parents were attended to promptly by principals while their own work was delayed. The principals in this study appeared to have far more contacts with outsiders than the principals in the United States. Martin (1981:81) reports that "92.6% of all contacts made during the study occurred between the principals and members of the organizations which they administered." However, the five principals in this study and comparable studies of principals in the United States reported by Martin (1981:81) also had a surprisingly small percentage of contacts with their superiors in central office.

Where?

The work of the five Grades I-XII principals was entered in eight categories of location: seven of these areas were pre-determined locations on the school premises and the eighth was a grouping of all locations outside the school. To accommodate tours and monitoring activities, a category of "combination of areas," generally on the school premises, was reported separately.

In a composite of the work of the five principals by distribution of time among the categories under location, the principals spent 37.4 per cent of their time outside the school. Even though the category outside the school placed first in proportion of time spent, outside the school placed sixth when distributions of frequency of activities among the categories of location were considered, that is, 4.1 per cent. The average duration of each activity outside the school was 38.5 minutes per activity; the average duration among the principals ranged from a high of 54.9 minutes per activity for Principal 2 to a low of 21.4 minutes per activity for Principal 5.

The principals spent 30.7 per cent of their total working time at their desks. The desk area placed first when distributions of frequency of activities were considered, that is, 46 per cent of the activities occurred at the desk. The average length of each activity at the desk for the five principals was 2.8 minutes per activity.

The classroom accounted for 10.4 per cent of the principals' total working time. The classroom placed fifth when distributions of frequency of activities were considered, that is, 7 per cent. The average duration of each activity in the classroom for the five principals was 6.2 minutes per activity.

The staff room placed fourth when distributions of time among the categories of location were considered, that is, 9.2 per cent. The staff room also placed fourth when distributions of frequency of activities were considered, that is, 10.2 per cent. The average length of the activities in the staff room for the five principals was 3.8 minutes per activity.

The administrative area accounted for 3.8 per cent of the principals' total working time. Even though the administrative area ranked fifth in proportion of time spent, the administrative area placed second when number of activities were considered, that is, 14.1 per cent. The average length of activities in the administrative area for the five principals was 1.1 minute per activity.

The hall accounted for 3.2 per cent of the five principals' working time. Halls ranked sixth in terms of time spent but third in frequency of activities, that is, 11.4 per cent of the activities were in the hall. The average duration of activities in the halls by the five principals was 1.2 minute per activity.

The category "combination of areas" ranked seventh in distribution of time among this category of location, that is, 2.9 per cent. The category "combination of areas" also ranked seventh when distributions of frequency of activities were considered, that is, 3 per cent of the activities were in a combination of areas of the school. The average duration of activities in a combination of areas for the five principals was 4 minutes.

The category "other" locations in the school, for example, washrooms, storage rooms, *etc.* accounted for 1.6 per cent of the five principals' total working time. The category "other" location in the school ranked eighth in both time spent and frequency of activities; 2.5 per cent of the activities were in "other" locations in the school. The average length of activities in "other" areas of the school for the five principals ranged from a high of 3.2 minutes per activity in "other" areas for Principal 5 to a low of 1 minute per activity for Principal 3.

The yard placed last in both time spent and frequency of activities; .8 per cent of the five principals' time was spent in the yard. The yard accounted for 1.7% of the activities among the five principals. The average duration of each activity in the yard for the five principal was 1.9 minute per activity.

Two prominent characteristics of the work of the five Grades I-XII principals were that the principals: (1) conducted sixty per cent of their activities at their desk (46%) and in the administrative area (14.1%), an extension of the principals' desks, or the "office" area; and (2) spent over sixty-five per cent of their work day outside the school area (37.4%) and at their desks (30.7%). In the structured interviews, four of the principals anticipated that the largest portion of their day's work would be in the "office;" one principal indicated that the day's work would be "everywhere throughout the school," that is, evenly distributed throughout the school.

Variable Two: Task Areas: What is the subject matter of the focus of attention? What is the stated purpose of the activity?

The work of the five principals was entered in eleven pre-determined categories of task areas, the "what" of communication or the purpose of an activity.

Nearly one-fifth of the principals' time was spent on System-Wide Policies and Operations, an area that can encompass other task areas but was reserved for aspects of a principal's job that connect the school with other agencies, for example, other schools, central office, governments or universities. Student Personnel ranked second with 16.2 per cent of the total working time spent on items like student attendance, discipline, counselling, extra-curricular programmes, student government, testing and evaluation. In third place was Staff Personnel, 12.1 per cent, where principals were involved in recruitment, supervision and counselling of teachers. Curriculum and Instruction placed fourth where 11.2 per cent of the principals' total working time involved timetabling, programming and facilitating out-of-school learning experiences for students. Just over one-tenth of the time (10.9%) was spent on Community Relations, generally activities involving a PTA or newsletter to parents. Pleasantries ranked sixth for the five principals, 9.3 per cent, with time spent on maintenance behaviours in communication, for example, greetings, "small talk" and staff room breaks. Resource Management accounted for 7.3 per cent of the principals' time spent on bookkeeping and accounting. The task area Support Management ranked in eighth place and was represented by activities involving support staff and the school plant. In ninth place, 4.8 per cent, was teaching regularly scheduled classes and substitute teaching. Nearly two per cent (1.8%) of the five principals' time was spent on Personal tasks like medical appointments, personal telephone calls and washroom breaks. In last place was the category Unclassified representing .3 per cent of the total working time and involved 52.5 minutes of Principal 3's work with mail that could not be classified because of incomplete information.

A measure of the sensitivity of a task is whether the observer is asked to be excluded. Exclusion of the observer was required for some activities in Staff Personnel, Student

Personnel and System-Wide Policies and Operations. There was no need nor request to exclude the observer in the following tasks: Pleasantries, Curriculum and Instruction, Resource Management, Support Management and Community Relations. Exclusion from the task Teaching was by mutual agreement before the observation period began.

3. Comparison of the Administrative Behaviours of Five Grades I-XII Principals and Other Administrators

The purpose of this section is to discuss sub-problem five by presenting a comparison of the administrative behaviours of five Grades I-XII principals with: (1) the administrative behaviours of five chief executive managers (Mintzberg, 1973), eight superintendents of schools (Duignan, 1979) and five deans of nursing (Hannah, 1981); and (2) the administrative behaviours of principals in the United States reported by Peterson (1978), Sproull (1978) and Martin (1980).

The administrative behaviours are discussed in relation to: (1) general characteristics of time spent and activities; and (2) two areas in variable one, communication: the media used and the participants. The third part of variable one, location, was not presented in the studies by Mintzberg, Duignan and Hannah nor was variable two, task areas.

How frequently? How long?

Table 8.1 presents a comparison on time spent and frequency of activities for the five principals in this study and the three types of administrators in three studies by Mintzberg, Duignan and Hannah.

The average length of the work day for the five principals was 10.5 hours, two and one-half hours longer than the managers and the superintendents of schools and a full hour longer than the deans of nursing. The average daily number of activities for the five principals was 151.4, nearly seven times as many activities per day when compared to Mintzberg's managers and four times as many activities per day when compared to the data on superintendents of schools and deans of nursing. The average duration of the activities for the

Table 8.1
Comparisons of Activities and Duration of Time on Which Five Grades I-XII Principals and Other Administrators Spent Their Time

Category	Five Grades I-XII Principals	Five Chief Executive Managers[1] (Mintzberg, 1973)	Eight Superintendents of Schools[1] (Duignan, 1979)	Five Deans of Nursing[2] (Hannah, 1981)
Average Hours Worked per Day	10.5	8.08	8.2	9.41
Average Number of Activities per Day	151.4	22	38	37
Average Length of Each Activity (minutes)	4.1	22	13	16

[1] from Duignan, 1979: 174
[2] from Hannah, 1981: 257

five principals was 4.1 minutes as compared to 22 minutes for the managers, 13 minutes for the superintendents of schools and 16 minutes for the deans of nursing.

Table 8.2 presents a comparison on the percentage of distribution of the five principals' activities compared to Duignan's eight superintendents of schools. Sixty-five per cent of all the activities in which the superintendents were involved lasted 10 minutes or less as compared to 92.9 per cent for the same category of activities for the five principals. Only 2.6 per cent of the principals' activities lasted longer than 30 minutes as compared to 8 per cent of the superintendents' activities for the same category.

A comparison between Duignan's superintendents of schools and the five principals in this study according to average length of each activity and the distribution of activities would indicate that the principal's job is even more fragmented than a superintendent of school's job.

Through what media?

Table 8.3 presents a comparison of the media used by the five Grades I-XII principals and administrators in the three studies by Mintzberg, Duignan and Hannah. Desk work sessions

Table 8.2
Percentage of Distribution of Activities by Duration
(In Minutes)

Minutes	Five Grades I-XII Principals Percentage of Total Activities	 Cumulative Percentage	Eight Superintendent of Schools[1] (Duignan, 1979) Percentage of Total Activities	 Cumulative Percentage
0 - 5	88.4	88.4	39	39
5.5 - 10	4.5	92.9	26	65
10.5 - 30	4.5	97.4	27	92
30.5 - 60	1.5	98.9	5	97
Over 60	1.1	100.0	3	100

[1] from Duignan, 1979:115

for the Mintzberg, Duignan and Hannah studies was defined by Duignan (1979:65) to refer to work at the desk processing mail, writing letters and reports and reflecting on events. The "desk" category was transposed into a "mail" medium in this study. The number of sessions of mail for the five principals was 41.1 per day as compared to 7 desk work sessions per day for chief executive managers, 10 desk work sessions per day for superintendents of schools and 13 desk work sessions per day for deans of nursing. The five principals spent 26.7% of their time on the mail medium while the other three administrators spent 22%, 20% and 31.09% of their time, respectively, on desk work sessions. The average duration of mail sessions for the five principals was 4.8 minutes per mail session as compared to 15 minutes per desk work session for Mintzberg's managers, 10 minutes per desk session for Duignan's superintendents of schools and 12 minutes per desk session for Hannah's deans of nursing. Mintzberg's executive managers had the fewest number of desk work sessions and spent the greatest average amount of time on each desk work session while the Grades I-XII principals had the greatest number of mail sessions and spent the least average amount of time on each mail session.

Table 8.3
Comparisons of the Media Used by Five Grades I-XII Principals and Other Administrators

Categories of Media	Five Grades I-XII Principals	Five Chief Executive Managers[1] (Mintzberg, 1973)	Eight Superintendents of Schools[1] (Duignan, 1979)	Five Deans of Nursing[2] (Hannah, 1981)
DESK WORK SESSIONS/MAIL				
Average Number per Day	41.1	7	10	13
Proportion of Working Time	26.7%	22%	20%	27.9% [sic] 31.09%
Average Duration (minutes)	4.8	15	10	12
TELEPHONE CALLS				
Average Number per Day	11.4	5	11	8
Proportion of Working Time	3.3%	6%	11%	3.09% [sic] 3.49%
Average Duration (minutes)	2.2	6	5	2.25
SCHEDULED MEETINGS				
Average Number per Day	1.8	4	3	4
Proportion of Working Time	22.1%	59%	31%	45.13% [sic] 50.99%
Average Duration (minutes)	93.4	68	83	64
UNSCHEDULED MEETINGS				
Average Number per Day	5.1	4	12	5
Proportion of Working Time	11.1%	10%	25%	9.98% [sic] 11.28%
Average Duration (minutes)	16	12	10	11
EXCHANGES				
Average Number per Day	92.5			
Proportion of Working Time	21.4%			
Average Duration (minutes)	1.7			
TOURS/VISITS/TRAVEL		Tours/Visits	Tours/Visits/Travel	Travel
Average Number per Day	11.3	1	3	1.6
Proportion of Working Time	14.2%	3%	13%	2.7% [sic] 3.12%
Average Duration (minutes)	9.3	11	19	10
PUBLIC ADDRESS ANNOUNCEMENTS				
Average Number per Day	3.4			
Proportion of Working Time	.4%			
Average Duration (minutes)	.9			
NO MEDIUM				
Average Number per Day	.56			
Proportion of Working Time	.8%			
Average Duration (minutes)	10			
Total	100%	100%	100%	88.8% 99.97%

[1] from Duignan, 1979: 174
[2] from Hannah, 1981: 257 and pages 115 and 118 for the corrected percentages

The average number of telephone calls per day for the five principals was 11.4 as compared to 5 for the executive managers, 11 for the superintendents of schools and 8 for the deans of nursing. The percentage of time on telephone calls for the five principals was 3.3% as compared to 6% for the managers, 11% for the superintendents of schools and 3.49% for the deans of nursing. The average duration of each call for the five principals was 2.2 minutes as compared to 6 minutes per call for managers, 5 minutes per call for superintendents of schools and 2.25 minutes per call for deans of nursing. The Grades I-XII principals received or initiated as many telephone calls as the superintendents of schools and twice as many as the managers, however, both the average duration of each call and the proportion of time spent on telephone calls were similar to the data for the deans of nursing. The five principals spent only one-half the proportion of time spent on telephone calls by managers and about one-third the proportion of time spent on calls by superintendents of schools.

The average number of scheduled meetings attended by the five principals was 1.8 as compared to twice that number by managers and deans of nursing and an average of 3 scheduled meetings per day for the superintendents of schools. The proportion of working time on scheduled meetings for the five principals was 22.1%, considerably less than the managers (59%), the superintendents of schools (31%) and the deans of nursing (50.99%). The average duration of the scheduled meetings attended by the five principals was 93.4 minutes per meeting, higher than the average duration for the managers (68 minutes), the superintendents of schools (83 minutes) and the deans of nursing (64 minutes). The Grades I-XII principals had the lowest average number of scheduled meetings, spent the least proportion of time on scheduled meetings and spent the greatest average amount of time in each scheduled meeting.

Unscheduled meetings were defined by Duignan (1979:64) to be chance meetings or spur-of-the-moment meetings; it is possible to view the unscheduled meetings and exchanges in this study as equivalent categories to the unscheduled meetings in the Mintzberg, Duignan and Hannah studies. When the data for this study's exchanges and unscheduled meetings are combined, the five principals had an average of 97.6 "unscheduled" meetings per day as compared to 4 for managers, 12 for superintendents of schools and 5 for deans of nursing. Also the proportion of working time on "unscheduled" meetings for the five principals would increase to 32.5%, nearly three times the proportion of working time for the other three types of administrators. The average duration of the five principals' "unscheduled" meetings would be 2.5 minutes, much lower than the average duration for managers (12 minutes), superintendents of schools (10 minutes) and deans of nursing (11 minutes). Thus, the five principals had 24 times as many unscheduled meetings as managers, 8 times as many unscheduled meetings as superintendents of schools and nearly 20 times as many unscheduled meetings as deans of nursing, however, the average length of each unscheduled meeting for the five principals was about one-quarter the average duration of each unscheduled meeting for the other three types of administrators.

The category of tours, visits and travel varied in the three studies. Tours and visits are one category in the Mintzberg and Duignan studies. No travel is reported in Mintzberg but appears as a separate category in the Duignan and Hannah studies. For the five principals, the categories tours, monitoring tours and travel were combined in Table 8.3. The average number of tours and travel activities performed by the five principals was 11.3 as compared to 1 tour/visit for Mintzberg's managers, [illegible] tours/visits/travel for Duignan's superintendents of schools and 1.6 travel activities for Hannah's deans of nursing; the deans of nursing did not tour their premises. Tours and travel accounted for 14.2% of the working time for the five principals as compared to 3% for the managers, 13% for the superintendents of schools and 3.12% for the deans of nursing. The average duration of each tour or travel activity was 9.3 minutes for the five principals as compared to 11 minutes for the managers, 19 minutes for the superintendents of schools and 10 minutes for the deans of nursing. Thus, the five principals spent the greatest daily number of activities on tours and travel, spent the greatest proportion of time on tours and travel but spent the least average amount of time on tours and travel.

Two additional categories noted in Table 8.3 do not appear in the three studies. The category announcements on the public address system was pre-determined in the observation instrument and a tenth category of no medium was observed.

In summary, the Grades I-XII principals worked the longest day of the administrators listed in the comparative data presented in Table 8.1. They also logged the highest average number of activities per day and the average length of each activity was the shortest. In the comparative data on media used presented in Table 8.3, the principals had the highest average of mail sessions per day but spent the lowest average amount of time on each mail item. The average number of telephone calls per day was almost the same for the principals and the superintendents of schools and comparable to the deans of nursing in the areas of the proportion of working time and average duration of each call. In scheduled meetings, the principals had the lowest average number of meetings per day, spent the lowest proportion of working time but the highest average amount of time in each scheduled meeting. When the data for this study's exchanges and unscheduled meetings were combined, the five principals had the highest average number of unscheduled meetings and spent the highest proportion of working time on unscheduled meetings but the lowest average amount of time in unscheduled meetings. In the category for tours/visits/travel, the five principals had the highest average number of tour/travel activities per day, the highest proportion of time spent on tours/travel and the lowest average duration. The two categories announcements on the public address system and "no medium" accounted for a very small proportion of the five principals' working time, that is, 1.2%.

With whom?

Table 8.4 presents a comparison of the verbal contacts of the five Grades I-XII principals as compared to the administrators in three studies by Mintzberg, Duignan and Hannah.

Activities which required verbal contacts with participants required 78 per cent of the chief executives' working time, 73 per cent of the deans' of nursing working time, 69 per cent of the superintendents' of schools working time and 65.5 per cent of the five Grades I-XII principals' working time. The principals had by far the highest number of verbal contacts per day than did

Table 8.4
Comparisons of the Verbal Contacts of the Five Grades I-XII Principals and Other Administrators

	Five Grades I-XII Principals	Five Chief Executive Managers[1] (Mintzberg, 1973:242)	Eight Superintendents of Schools[1] (Duignan, 1979:119)	Five Deans of Nursing[1] (Hannah, 1981:262)
Average Number of Contacts per Day	131.7	15	26	15
Average Duration of Each Contact (minutes)	5.1	26	13	27.6
Percentage of Working Time Spent on Verbal Contacts	65.5%	78%	69.4%	73%

[1] from Hannah, 1981:262

the other administrators but the average duration of these verbal contacts for the principals was the lowest of all the administrators.

Table 8.5 presents a comparison of the participants in the verbal contacts of the five Grades I-XII principals and the administrators in the three studies by Mintzberg, Duignan and Hannah. In the percentage of time spent with superordinates, the principals placed third among the administrators; 2.8% of the principals' time with superordinates was spent with trustees as compared to 23.3% for the superintendents of schools. In the percentage of time spent with subordinates, the principals placed third among the administrators, however, the category of participants central office personnel, included in the computations for subordinates for the superintendents of schools, was excluded from computations in both categories of superordinates and subordinates. The principals also placed third among the administrators in verbal contact time with peers. The superintendents of schools, the deans of nursing and the principals had contacts with students and governments; the principals spent the greatest percentage of time with students and far exceeded the superintendents of schools and the deans of nursing in contacts with governments. Only superintendents of schools and principals had verbal contacts with parents and their percentage of time spent in contacts with parents were nearly the same. The category other extra-organizational participants in this study subsumes clients/suppliers and other institutions.

A comparison of the principals studied in the United States is presented in Table 8.6. Even though the studies of principals in the United States were largely of urban schools that were usually larger than the schools in the present study, all the studies note the work of principals to be marked by many tasks of a short duration. Martin (1981:79) notes that 81.4 per cent of the activities ranged from 1 to 4 minutes in length while Peterson (1978:2) notes that the "principals had almost 2.5 times more 1-2 minutes interactions than tasks of any other length." A preference for the verbal media is noted in two of the American studies and is supported in this study. Two of the American studies show the principals to be desk-bound; the principals in this study spent just under one-third of their time in their offices.

Table 8.5
Comparisons of the Proportions of Total Verbal Contact Time with Various Participants for the Five Grades I-XII Principals and Other Administrators

Categories of Participants	Five Grades I-XII Principals	Five Chief Executive Managers[1] (Mintzberg, 1973)	Eight Super intendents of Schools[1] (Duignan, 1979)	Five Deans of Nursing[1] (Hannah, 1981)
Superordinates	4.7%	7%	23.3%	1.5%
Subordinates	36.8	48%	56.9%	34.2%
Peers	3.1%	11%	1.2%	15.75%
Students	16.5%		.4%	13.69%
Professional Associates[2]				4.7%
Government	9.5%		1%	.27%
Other Institutions[3]		5%		23.9%
Parents	6.3%		6.4%	
Clients/Suppliers (Other Extra-Organizational Participants)	(18.8%)	20%		
Other		8%	10.4%	.95%
(Central Office & Bus Drivers)	(4.3%)			
Total	100%	99%	99.6%	94.96%

[1] from Hannah, 1981:263
[2] Professional Associates category is subsumed in Peers, Other Central Office and Other Extra-Organizational Participants.
[3] Other Institutions category is subsumed in Other Extra-Organizational Participants.

Table 8.6
Comparisons Between the Principals in this Study and Studies of Principals in the United States

	Five Grades I-XII Principals (Cooper)	Five Secondary Principals (Martin, 1980, 1981)	Two Elementary Principals (Peterson, 1978)	Five Principals/ Directors (Sproull, 1978)
Observation Period	April-June, 1982	Oct.-Nov., 1979	not stated	Spring, 1976
Sex of Principal	4 males 1 female	5 males	2 males	3 males 2 females
Period Observed	25 days	25 days	20 hours over several weeks	20 days
Size of School by Student Population	278-560	400-1000	600-1500	75-300
Environment	rural, small town	rural, small town, middle-sized city, suburban, urban	urban	urban, small city
Average Hours Worked per Day	10.5[1]	10.6[2]	not stated	8.5
Average Number of Activities per Hour	14.5	14.9	13	not stated
Average Duration of Each Activity	4.2 minutes	4 minutes	not stated	7.9 minutes
Time on Verbal Media	58.3%	63.5%	not stated	78%
Time in Private Office	30.7%	not stated	70%	75%

[1] Includes evening work
[2] Excludes evening work

4. The Nature of the Grades I-XII Principalship

The nature of the Grades I-XII principalship is discussed from three aspects. First, patterns of the principalship were sought, that is, establishing whether there were repetitive and routine activities and establishing whether there were career patterns according to the sex of the principal. Secondly, the consideration of how much control over the job a principal may have was explored through two aspects: control of one's work and being controlled by regulations. Third, the consideration of the effects of determiners like organizational structure and size were explored.

Patterns of the Principalship

1. Cyclical patterns on a year-round basis.

All five principals in the structured interviews for the Pre-Observation Conference stated that there were cyclical patterns of work on a year-round basis. A composite of the school year is listed below; the number in parentheses indicates the number of principals who identified the item.

In September-October, the following duties were deemed to be required: adjustments on the timetable (5); adjustments on the budget (3); requirement to complete Forms A and B for Alberta Education (2); orientation for new teachers (2); initial visitation of teachers new to teaching and new to the system (2); registration of new students (1); firming up class lists for high school programs (1); teacher placement (1); identify latest changes in curriculum and new books (1); collect long range plans of staff (1); collect copies of Grades 7-12 course outlines for students (1); organize first parent communication evening (1); parent contacts for students (1); public relations work with local trustees (1); first committee meeting with town council regarding joint-use of facilities (1); set professional activities for the school year (1); selection of volunteer teachers to serve on curriculum committees of the school board (1); identify students that need testing for Resource Room help, especially at the grade one level (1); school year plans for junior and senior high school students' union activities and budget (1); and principal is advisor to the senior high school students' union while the vice-principal is advisor to junior high school students' union (1).

In November-December, the following activities were deemed to be required: first report cards and need for parent-teacher interviews (3); teacher observation and evaluation (2); curriculum and instruction development (1); PTA activities (1); student progress in Resource Rooms (1); one-to-one principal-teacher conferences for K-6; group meetings by grades for junior high school; group meetings by staff advisor in high school (1); liaison with Canadian Legion for essay contest (1); Christmas dance for parents and students (1); Christmas concert (1); and year-end budget adjustments (1).

In January-February, the following activities were deemed to be required: teacher observation and evaluation (3); scheduling examinations for end of first semester and second report card (3); end of semester timetabling and teacher placement (2); budget (2); curriculum and instruction development (1); student progress in Resource Room (1); review student marks and send letters of warning to parents of students who have failing marks (1); make sure books are available for the start of the second semester (1); up-date Forms A and B (1); and negotiate with the Agricultural Society for student curling and skating (1).

In March-April, the following activities were deemed to be required: third report card and mid-term reports for high school students (3); teacher observation and evaluation (3); PTA activities (1); budget (1); curriculum and instruction development (1); timetabling for the next school year (1); ask staff for any changes in assignment for the next school year and submit transfers to central office (1); negotiate with central office for staff changes for the next school year (1); orientation of Grade 9 students and their parents for the next school year (1); registration of students for the next school year to plan options and courses (1); and student progress in the Resource Room (1).

In May-June, the following activities were deemed to be required: timetabling for the next school year (3); staffing for the next school year or recruitment (3); budget and orders (3); scheduling final examinations and last report cards (2); high school graduation (1); class lists for the next school year (1); formal teacher evaluation for teachers new to teaching and new to the school system (1); parent-teacher interviews for students who will be retained (1); parent-teacher conferences for students who are border-line passes (1); developing gifted program for senior high school students (1); building maintenance list (1); orientation to grade one for ECS students (1); end-of-year forms for central office (1); and June Track and Field Day for students (1).

Other on-going activities during the school year were noted: newsletters to parents, sports events, joint-use meetings, contacting parents of students who are having problems and, in one case, evening school board meetings every two weeks.

In July-August, the following activities were deemed to be necessary: timetabling adjustments (2); getting the school ready for September 1, for example, moving desks, sorting book orders and distributing books and supplies to various classrooms (2); recruitment (1); and finding housing for new teachers (1).

2. Cyclical patterns on a weekly and daily basis.

In the structured interview, three of the principals in this study stated that there were no patterns of work on a weekly basis. Two of the principals noted that Mondays and Fridays appeared to be different from the other work days: (1) for one principal, Mondays meant attending to more discipline problems, Mondays were a "back on stream for teachers and students" and Fridays were a day of trying to "maintain normality;" and (2) for another principal, Mondays were devoted to setting tasks for teachers and students for the rest of the week while Fridays were a "finishing off" day.

In the structured interviews, three of the principals stated that there were no daily patterns of work. Two of the principals noted some differences in the work day: (1) one principal stated that mornings were busier than afternoons, that there were generally more telephone calls in the morning than the afternoons and that the principal's organization for the day occurred in the morning, for example, morning memos to staff; and (2) one principal stated that each day began with staff and student supervision, followed by attending to individual problems, followed by general work.

On average, 54.4 per cent of the activities for the week were performed before noon, however, these activities represented only 35 per cent of the total time spent. Morning activities, therefore, were shorter than afternoon activities. The average duration of each morning activity was 2.7 minutes per activity with a range of 1.9 (Principals 4 and 5) to 9 minutes (Principal 3) per activity. Three of the five principals were recorded with a larger number of activities before noon than after 12:00.

Even though afternoon activities consisted of less than half the total number of activities, that period accounted for 65 per cent of the total time spent. The average duration of each afternoon activity was 5.9 minutes per activity with a range of 3.3 (Principal 5) to 13.5 minutes (Principal 3) per activity. A break-down of the duration of afternoon activities shows that activities at school in the afternoon averaged 3.9 minutes per activity, the after school activities averaged 41.9 minutes per activity and the evening activities averaged 54 minutes per activity.

3. Overview of cyclical patterns on a yearly, weekly and daily basis.

The principals in this study noted patterns on a yearly basis in blocks of two months, however, like the principals in Martin's (1981:85) study, the smaller units of time, that is, day and week, were less definite. Both the Martin (1981:85) study and this study revealed cyclical tasks through interviews, that is, tasks like timetabling and the budget. In this study, observed activities before noon averaged 2.7 minutes per activity while observed activities after 12:00 were longer in duration, that is, 5.9 minutes per activity.

In this study, one principal stated that "catch-up days" were evenings and week-ends. One principal who spent only one and one-half days in the school had three "heavily scheduled days" like the days of a chief executive officer reported in Mintzberg (1973:31-32). However, on the whole, the principals in this study did not clearly demonstrate Mintzberg's five types of days for chief executive officers.

4. Patterns according to the sex of the principal.

The female principal in this study spent 333.5 minutes, or 8.8 per cent of her total working time on teacher supervision and evaluation, that is, 5.5 per cent of the activities involved direct teacher observation in classrooms. The observed lack of classroom supervision of teachers by the four male principals may be due to the cyclical pattern of the principalship on a year round basis. Except for one day, all four male principals were observed following the observation period devoted to the female principal. There is no evidence in this study that disputes the Gross and Trask (1976:218-219) study regarding the difference in orientation of male and female principals toward supervising instruction.

The female principal in this study spent only 1.5 days in the school and 3.5 days of scheduled meetings outside the school, therefore, it is difficult to compare orientation toward administrative duties between the one female principal and the four male principals in this study. The observation period for the female principal was not a typical week for her on a year round basis even though it was a typical week for October and April when curriculum duties with Alberta Education occurred. In addition, the heavily scheduled days outside the school may have affected the principal's 1.5 days in the school.

5. Career patterns.

All five principals started their careers as teachers. Two principals had taught for five years, one for six years, one for ten years and one for fifteen years. Four of the principals had either one or two years of experience as vice-principals; the other principal had one year of experience in central office as a social studies consultant. The five principals had from one to ten years experience as principals; the average was 5.2 years. All five principals were full-time administrators thereby fulfilling Weber's fifth principle.

Weber's fourth principle mandates "thorough and expert training" for administrators. All five principals had a Bachelor of Education degree. In addition, Principal 1 had a Bachelor of Arts degree, Principals 2 and 5 were registered in Masters programmes, Principal 3 had a Masters of Education in Educational Administration and Principal 4 had an Educational

Administration Diploma.

The career patterns of the five principals in this study corroborate the findings of Gross and Trask (1976) regarding the long apprenticeship of women principals. In the study conducted by Gross and Trask (1976:218): (1) over twice the number of men become principals before the age of 36; in this study, all four males became principals before age 35 and the female principal received a principalship after age 35; (2) four times as many men were principals within ten years of teaching; in this study, all four males were principals by the end of ten years of teaching while the female principal taught 15 years; and (3) the mean teaching experience for women was 14.7 years as compared to 4.6 years for men; in this study, the female principal taught for 15 years and the mean teaching experience for the male principals was 6.5 years.

The principals in this study stated what they would regard as a promotion: (1) a larger school or larger principalship; and (2) central office positions, for example, Director of Instruction, assistant superintendent of schools and superintendent of schools. One of the principals had been offered a job with Alberta Education but had refused the offer. The three principals with the most experience, a mean of 7.3 years, placed less emphasis on the importance of salary than the two principals with the least experience, a mean of two years.

Control

All five principals studied felt that they were in control of their time. If media initiated by self is an indicator of the principals' control of time, then, there is evidence in this study that the principals controlled their time, at least in media where initiation of an activity could be recorded.

In the print mode of communication, more time was spent on print modes initiated by the principals than on print modes initiated by others. The five principals spent an average of 6.8 minutes on each mail item initiated by themselves as compared to 2.5 minutes on each mail item initiated by another participant.

In the verbal mode of communication, more time was spent on verbal modes initiated by the principals than on verbal modes initiated by others. In exchange meetings where staff room stops and exchanges with the observer were excluded, the principals spent an average of 1.5 minutes on each exchange initiated by themselves whereas they spent 1.3 minutes on exchanges initiated by other participants. In telephone calls, the five principals spent 2.5 minutes per completed telephone call initiated by themselves as compared to 2.3 minutes per telephone call initiated by others. In unscheduled meetings, an average of 15.8 minutes were spent on each unscheduled meeting set by the principals whereas 13.4 minutes were spent on unscheduled meetings set by others, provided the 60-minute unscheduled meeting with the superintendent of school is suppressed from the data.

There appears to be a relationship between length of time and the superior or subordinate position of the participants. Principals may control their time by virtue of their position. When they initiate a topic, they appear to spend as much time as is necessary to view or clarify a point or they can "cut off" a subordinate's query. The reverse occurs when the superintendent of schools initiates a meeting. Then, the principal remains engaged as long as the superintendent of schools requires the meeting. The five principals spent more time than executive managers in scheduled meetings which may indicate that these scheduled meetings may be initiated or controlled from "above" the principals' level.

In all forms of print and verbal modes of communication, a composite of the number of activities initiated by the five principals exceeded the composite number of activities initiated by other participants. Even in the case of individual principals where the number of activities with mail, telephone calls or exchanges initiated by others exceeded the same medium initiated by the principals, the principals, in each case, still demonstrated control by spending more time on initiating in the medium affected.

In the structured interviews, all five principals indicated that they had taught regularly scheduled classes at some time during their principalship. Three of the principals during the school year being studied were teaching regularly scheduled classes and they indicated that they taught regularly scheduled classes because they wanted to, not because board policy dictated that they should. Three of the principals chose to do some substitute teaching during the observation period.

Delegating work is another indicator of control of time. Each principal in this study had at least one vice-principal and one principal, in addition, had an elementary coordinator who performed administrative duties. All principals in this study had the opportunity to delegate tasks to in-school administrators, support staff and, to a certain extent, teachers and students. Two of the principals observed worked on the high school timetable while two other principals observed had delegated the high school timetable to the vice-principal. One principal had placed the janitor of the school in charge of two Work Experience students. A teacher was assigned the responsibility for preparing the schedule for elementary classes to watch, in turn, a performance. Students, especially those holding students' union offices, were expected to help with agendas for graduations and student socials.

Mythology of Regulation

In this study, the five principals spent a great deal of time in oral communication. As noted above, the five principals in this study spent 58.3 per cent of their total working time and 68.3 per cent of their total number of activities in the verbal mode of communication. There were telephones in their offices; four of the principals had telephones within their reach when they were sitting at their desks and the other principal had a telephone in his office about eight feet from the desk on top of a filing cabinet near the public address system.

All five principals had policy handbooks or procedure manuals for their school district, division or county in their offices. The handbook/manual was accessible ranging from 3 feet to 6 feet from the principals. The handbooks/manuals had been in existence in the school district, division or county for a period ranging from two years to eight years. Even though all policies/regulations had to receive school board approval, all five principals stated that changing regulations was not a difficult procedure. Some of the principals added that there was a problem keeping the handbook/manual up-to-date. All five principals stated that the handbook/manual was useful: (1) one principal noted that it gave principals support in dealing with staff and students; (2) another principal found it very useful as a source of information for problems that occurred on an intermittent basis; (3) a principal found it useful to deflect parents who wanted certain concessions and the principal could state that the parents' requests were against board policy; and (4) one principal felt that the handbook/manual used for the first six years was easier "to follow," that is, easier to find information than the one developed two years ago. Only one principal stated that even though a policy handbook/procedure manual was very useful, policies/procedures could create problems because the principal could not be lenient when policies/regulations existed. During the observation period, the policy handbook/procedure manual was used by a principal to verify the date for the last day of school in June. During the pilot for this study, the policy handbook/procedure manual was used by a pilot principal to reinforce a discipline policy regarding students riding on a school bus.

Mansfield (1973:480) states that the measure of formalization used by the Aston group indicates the existence of certain types of documents but did not "measure the extent to which such documents are used and kept in files for reference." Formal documents like policy handbooks were used by the principals as noted above. In addition, time spent on print media, as opposed to verbal media, would measure formalization of documentation as applied by the Aston group. The principals spent 26.7 per cent of their total working time on print format. Significant is the fact that 7 per cent of the time was spent on mail "to self," that is, activities that included notations for the principals' own use, locating information in files or filing information. The formalization measure noted by the Aston studies using a survey method is corroborated in this study using a field method.

Unlike the principals in Sproull's (1978:11) study, there was no evidence in this study that the principals were trying to circumvent regulations of the school board. All five principals felt the procedure to change policies/ regulations was easy. The principals appeared to feel ownership in their policy handbook/procedure manuals.

Child (1973:12) states that "the more centralized is the overall level of decision making within an organization, the less do managers regard questioning authority and pressing for change as appropriate modes of behavior;" their managerial behaviour tends to be cautious and conforming. Time spent with participants in line chain of command can be considered a measure of centralization of authority. In this study, the principals spent 1.5 per cent of their time with the superintendents of schools, 3 per cent with other central office personnel, a figure that includes clerks, and 8 per cent of their total working time with Alberta Education personnel. The high proportion of time spent with the authority at a senior level to the superintendents of schools coupled with a marked degree of docility, lends credence to Child's study on strategies of control and organizational behaviour.

Organizational Structure and Size

If large organizations tend to have more specialization, more standardization, more formalization and more decentralization of authority, then small schools should exhibit some of the following characteristics: (1) lower levels of specialization because only the principal and vice-principal are likely involved in duties outside of direct teaching. Delegation of administrative duties to staff is probably limited to curricular and extra-curricular assignments; (2) lower levels of standardization, that is, "the existence of rules purporting to cover all circumstances and applying invariably;" (Pugh, *et al.* 1976a:112) (3) lower level of formalization, that is, fewer rules, procedures, instructions and communications in "written form;" there may be a degree of informalization evidenced by oral communication; and (4) higher level of centralization, therefore, principals are likely to exhibit highly conforming behaviour and a high degree of routine.

This study was limited to a study of small schools, therefore, comparative data between small and large schools are not possible. However, tendencies toward one direction or the other may be noted. If the number of assistants is a measure of specialization, three of the principals each had a vice-principal who also carried teaching duties, one principal had two vice-principals with teaching duties and one principal had a vice-principal and an elementary coordinator who both had teaching duties. Evidence was noted above of delegation of administrative duties to teachers, students and janitors. Standardization is measured by the extent of the application of rules. In this study, rules being applied were observed but no "scale" of intensity was devised, therefore, any degree of standardization remains elusive. However, standardization of roles at a school level is prescribed in law. The legal status of the principal is set in the *School Act* and, as noted by Mintzberg (1979:349), "the Professional Bureaucracy relies for coordination on the standardization of skills and its associated design parameter, training and indoctrination." All schools, large or small, must have a principal and must hire duly trained staff. However, it is possible to have degrees of standardization of roles as reflected in qualification for office; it is possible that teachers working in small schools are less qualified. This study did not collect data on teacher qualifications but the use of parent volunteers instead of qualified teachers was observed and noted. If a measure of time spent on print media is a measure of formalization and time spent on verbal media is a measure of informalization, then the principals in this study spent 26.7 per cent of their total working time on print media and 58.3 per cent of their total working time in verbal media. A higher level of centralization was noted above in that principals spent only 1.5 per cent of their time with the superintendent of schools as compared to 8 per cent of their time with Alberta Education personnel. In addition, it is noted above in "mythology of regulations" that a degree of conforming behaviour is valid. If the number of activities is a measure of routine, the high fragmentation of the work of the principals is an indication of high routinization.

5. Propositions regarding the Grades I-XII Principalship

The purpose of this section is to present propositions regarding the nature of the principalship of Grades I-XII schools. The propositions are presented for discussion, however, they could be re-stated to become working hypotheses for further research. The eleven propositions are based on data derived from: (1) structured observation and diaries of five principals of Grades I-XII schools in Zones II and III in the province of Alberta; and (2) structured interviews with the five principals.

Proposition One

The Grades I-XII principal works long days that are characterized by fragmentation. Fragmentation occurs when work days are filled with a large number of activities lasting a short duration. Frequent interruptions and concurrent activities are characteristics of fragmented work days.

During the school day, the principal attends to a great variety of activities, in a variety of locations and with participants or alone. Nearly one-third of the activities are conducted simultaneously. The principal accommodates the needs of others and then returns to his/her own work. Longer periods of concentrated work will usually be completed after the regular work day or on week-ends.

Proposition Two

The Grades I-XII principal controls his/her work. Even though the work day is fragmented into many activities of a brief nature and the principal is constantly "changing gears" from one task to the next, the Grades I-XII principal still controls the job. The principal refuses to describe the job as hectic, though admittedly, the work day is "busy."

The fragmented nature of the principalship does not mean that the principal feels beleaguered by the demands of the job. The principal is aware that interruptions will occur and even unanticipated crises will develop. The principal is adept at handling interruptions and crises. The principal controls verbal and print modes of communication; the principal initiates more than other participants. The principal also controls work by delegating duties to subordinates in the school, that is, vice-principals, teachers, support staff and even students.

Proposition Three

The Grades I-XII principal uses policy handbooks as an extension of his/her authority. Controls on the principal's job can occur in the form of policy handbooks or procedure manuals. The Grades I-XII principal does not view the policy handbook or procedure manual as a detriment to doing the job but rather as an aid to getting the job done. The handbook or manual is useful to the principal as an extension of his/her authority over staff, students and, to some extent, parents. A handbook or manual is a useful source of information to the principal as a guide for action, particularly for problems that occur on an intermittent basis.

The principal could control the job by circumventing regulations or policies of the school board stated in the handbook or manual. Because the principal has helped draft the policies and the principal feels that the policies can be readily changed through existing channels, the principals feels ownership of the school board's handbook or manual.

Proposition Four

The Grades I-XII principal's job may be viewed as shared governance with the superintendent of schools and teachers. In such a model, the superintendent of schools is the institutional authority, the principal is building manager and the teacher provides technical expertise. Each participant in the model maintains command of a section without complete control of the whole.

The male principal will generally receive more satisfaction and spend more time being the building manager while the female principal will do the job of building manager and receives more satisfaction and spends more time being involved with the teacher's domain, technical expertise.

Proposition Five

The Grades I-XII principal spends nearly 60 per cent of the day in verbal communication. The principal on average spends 58.3 per cent of the time and 68.3 per cent of the activities on verbal interactions. Nearly nine-tenths (89.9%) of the verbal interactions (telephone calls, scheduled and unscheduled meetings, exchanges and public address calls) range from .5 to 5 minutes in length. Just over one-tenth (10.1%) of the verbal interactions range from 5.5 minutes to over one hour in length. Most of the verbal contacts were with other extra-organizational participants, teachers and students.

In view of the choppy, fragmentary nature of the principal's work, the principal needs to be cognizant to what extent he/she really "knows" information. The verbal nature of the short spans of time has implications for quality, complexity, immediacy, accuracy and penetration of the message.

Proposition Six

The Grades I-XII principal spends two-thirds of the activities on his/her "own turf." The principal spends 34.5 per cent of the time in the office, that is, at the desk or in the administrative area and conducts 60 per cent of activities in the office. Conducting activities on his/her "own turf" probably affects the nature of interactions.

Proposition Seven

The Grades I-XII principal plans his/her work on a yearly basis. Planning for a Grades I-XII principal consists of two parts. First, there is a yearly plan based on divisions of the academic year to accommodate semesters in high school and the ten-month courses in the elementary, junior high school and selected high school courses. This yearly plan encompasses timetabling, reporting of student marks to parents and Alberta Education, budgeting and managing facilities and staff. Secondly, there is daily planning based on activities that the principal decides should be done and interruptions of these activities are expected to occur. The principal's plans are not unlike the yearly and daily plans expected of teachers and the principal is familiar with that type of planning from his/her experience as a classroom teacher.

Proposition Eight

The Grades I-XII principal spends most of his/her time with intra-organizational participants. The principal may be viewed as operating at the managerial level (Parsons, 1960) mediating between the technical level and the customers and the sources of supply. Operating at one level, the principal is in contact with: (1) the technical level, the teachers who are involved in processing the "materials," that is, the students; and (2) the environment which provides the resources required. Operating at another level, the principal is in contact with the institutional level which performs the legislative and policy-making functions, that is, the superintendent of schools, other central office personnel, trustees and governments, especially Alberta Education. At the first level, the principal spent 19.3 per cent of the time with teachers and 17 per cent of the time with students. At the second level, the principal spent 1.5 per cent of the time with the superintendent of schools, 3 per cent with other central office personnel, 1.8 per cent with trustees and/or parent committees and 9.5 per cent with governments, specifically, 8 per cent of the time with Alberta Education. It is interesting to note that more of the principal's time is spent with central or provincial government than with local government and its representatives.

The Grades I-XII principal may be viewed as the "man-in-the-middle" (Saxe, 1980:195-197) caught in the centre of conflicting groups: (1) vice-principal, teachers and students; (2) school board, superintendent of schools and other central office; (3) governmental agencies; and (4) external pressure groups. The principal spent the largest amount of time, 41.7%, with teachers, vice-principal(s) and students, followed by governmental agencies with 9.5% of the time and followed by trustees, the superintendent of schools and central office personnel with 6.3% of the time. Parents required 4.5% of the time but represent an incomplete portion of external pressure groups.

The Grades I-XII principalship shows no evidence of conflict or great upheavel, at this point in time. Either the principal is adept at crisis management honed by years of experience with the job or the principalship, at this point, in Zones II and III is in a state of relative balance.

Proposition Nine

The Grades I-XII principalship is affected by such factors as student mobility and experience of the principal and staff. The principalship is affected by factors that were not directly addressed in this study. The researcher calls attention to these factors because they came to light as a direct consequence of field observation. There is a difference in the behaviours of a first year principal as compared to an experienced one. Some principalships are much more volatile than others, for example, the rural principal has far fewer student discipline problems than the principal in a large town with a mobile population. Above all, the average age of the teaching staff affects a principalship, for example, a principal with an inexperienced staff has many more student and staff problems to attend to than one with an experienced staff. Even though the above factors were not field tested, they are deemed to be of sufficient interest to report in this document.

Proposition Ten

The Grades I-XII school is an example of a small school. Small schools might be expected to exhibit the converse of large organizations, that is, lower specialization, lower standardization, lower formalization and greater centralization. Specialization of administrative duties as shown by the number of administrative assistants should be lower in small schools than in larger schools. Standardization of procedures and roles could be lower in smaller schools but the legal requirement to hire duly trained staff and a centralized curriculum would tend to mask differences between large and small schools. Formalization of documentation is probably lower in small schools where dependence on the verbal media is possible. Centralization of the authority to make decisions could be higher in small schools but, again, a centralized curriculum may mask differences between large and small schools.

Proposition Eleven

There are commonalities between the Grades I-XII principalship and other grade schemes of a similar size. Specialization of administrative duties in a school is reflected in the number of administrative assistants assigned to a principalship. It is possible that the work of the Grades I-XII principals in this study is more comparable to other principalships with one or two administrative assistants than to the other Grades I-XII principalships listed in the lower half of Appendix C, that is, those Grades I-XII principalships that have no administrative assistants and where principals carry a heavy teaching load.

CHAPTER 9

Summary, Conclusions and Implications

The Purpose of the Study

The purpose of this study was to develop a descriptive profile of the principalship of Grades I-XII schools. Structured observation, diaries and structured interviews were used to determine characteristics of this all-grades principalship. The descriptive data collected were used to develop propositions about the nature of the work of a principal of a Grades I-XII school.

The Statement of the Problem

The central problem in this study was to obtain a description of the work of principals of Grades I-XII schools, in order to identify actual on-the-job behaviours and to identify repetitive and predictable patterns for that type of principalship.

The Sub-Problems

In order to address the major problem, the following seven sub-problems guided the study:

1. What are the behaviours of principals as identified in the literature?
2. What are the actual behaviours of principals of Grades I-XII schools as identified through observation, the review of diaries and by interview?

   What kinds of information do they process?
   Through what media?
   With whom do they interact?
   Where?
   How frequently?
   How long?
   For what purpose?

3. What variations exist among the principals observed?

   Variations in the kinds of information processed through what media? with whom there is interaction, where and how frequently, and for what purpose?

4. What are the prominent characteristics of the principalship of Grades I-XII schools?

   What kinds of information is processed?
   Through what media?
   With whom is there interaction?
   Where?
   How frequently?
   For what purpose?

5. What are the differences and similarities between the principals observed and:

   a. The five chief executive managers in Mintzberg's (1973) study?

   b. The eight superintendents of schools in Duignan's (1979) study?

   c. The five deans of nursing in Hannah's (1981) study? and

   d. The principals studied in the United States by Peterson (1978), Sproull (1978) and Martin (1980)?

6. To what extent can the all-grades principalship be considered routine? What aspects of the principalship are repetitive and predictable? What patterns are discovered? How much control over the job does a principal have?

7. What tentative propositions may be formulated regarding the nature of the principalship in Grades I-XII schools?

The Justification for the Study

There are more principals in Alberta than there are superintendents of schools and vice-principals, combined. The principalship is viewed by some as the most important position in the school. The principalship has been studied using questionnaires, an indirect method of describing the characteristics of the principalship. The diary is a more direct method of studying the characteristics of the principalship but is not suited to activities where there are many short units of time. The most direct method of studying the principalship is observation of principals at work, a method well-suited to short activities. There are very few studies of the principal at work and, above all, there is a paucity of information on the all-grades principal. The descriptive profile of five principals of Grades I-XII schools in Zones II and III provides insights into a type of principalship that has received little attention.

The Design for the Study

A non-participant, structured observation field study approach was used in this study to generate a description of the nature of the all-grades principalship. The principals were chosen from a variety of types of public schools, that is, schools located in school districts (public and separate), counties and school divisions. Access to the schools and principals was cleared with each superintendent of the jurisdiction within which the school was located. Each principal was studied for a complete work week using a specially designed structured observational instrument, diary and structured interview. The descriptive and observational data collected were analyzed to construct profiles and to generate propositions on the nature of the principalship of Grades I-XII schools.

The Methodology

Each of the five principals was studied for five work days, each set of observations beginning on a different day of the week, hence, Principal 1's observations were started on a Monday, Principal 2's on a Tuesday and so on to Principal 5's observations beginning on a Friday. During the work day, the activities of the principals were observed and systematically recorded on a specially designed structured observational instrument that included each activity's duration, medium used, location, participant(s) and purpose, or task area. In addition, anecdotal data were entered on the front and back of the instrument during the observation period. Activities that preceded or extended each principal's work day were recorded by each principal in a diary. The data in the diaries were transposed to the structured observational instrument and subsequently analyzed. In addition to the observational instrument, structured interviews either preceded the study of each principal or occurred on the first day of observation. In retrospect, the researcher concurs with the common view that the observational method used is time-consuming and would add, exhausting for the researcher.

Data from the structured observational instrument were used to construct descriptive profiles of the principals' work according to media used, location and participants (low inference data) and the purposes or task areas (high inference data). The three forms of data from the structured observational instrument, the high and low inference data and the anecdotal data, and the data from the structured interviews were used to generate the propositions about the nature of the Grades I-XII principalship.

Summary of Findings

The composite of the number of activities and time spent by the five principals for each category under medium is listed below: (1) Over one-half of the activities were exchanges (55.3%), however, in proportion of time spent, exchanges placed third with 21.4 per cent of the time; (2) Nearly one-quarter of the activities were on mail (24.6%) and mail was in first place (26.7%) in proportion of total time spent; (3) Telephone calls placed third in frequency of activities (6.8%) but placed seventh in time spent (3.3%); (4) Tours represented 4.4 per cent of the activities and placed sixth in time spent (4.4%); (5) Unscheduled meetings were fifth with 3.1 per cent of the activities and fourth in proportion of time spent (11.1%); (6) Announcements on the public address system were in sixth place with 2 per cent of the activities but placed last in proportion of time spent (.4%); (7) Monitoring accounted for 1.7 per cent of the activities and placed eighth in time spent (3.1%); (8) Scheduled meetings, in eighth place, accounted for 1.1 per cent of the activities but placed second in proportion of time spent (22.1%); (9) Travel outside the school placed ninth with .7 per cent of the activities and in fifth place in time spent (6.7%); and (10) The tenth category, for example, repairing equipment or waiting for participants, was in last place with .3 per cent of the activities and in ninth place when proportion of time was considered (.8%).

The composite of the number of activities and time spent by the five principals for each category of location is listed below: (1) Nearly one-half of the activities were at the desk

(46%) but that location was in second place when proportion of time is considered (30.7%); (2) The administrative area placed second with 14.1 per cent of the activities but fifth in time spent (3.8%); (3) Activities in the hall were third with 11.4 per cent and sixth in time spent (3.2%); (4) The staff room placed fourth with 10.2 per cent of the activities and also placed fourth when proportion of time was considered (9.2%); (5) Activities in the classroom were fifth with 7 per cent and third in proportion of time spent there (10.4%); (6) Activities outside the school placed sixth with 4.1 per cent but placed first when proportion of time spent is considered (37.4%); (7) Three per cent of the activities were in a combination of areas in the school and also placed seventh in time spent (2.9%); (8) "Other" areas of the school placed eighth in number of activities, 2.5 per cent, and also eighth when proportion of time was considered (1.6%); and (9) Yard placed last in number of activities (1.7%) and also last in time spent (.8%).

The composite of the number of activities and time spent by the five principals for each category of participants is listed below: (1) Intra-organizational participants were in first place with 62 per cent of the activities and also in first place when proportion of time is considered (49.5%); (2)Nearly one-quarter of the activities (24%) were with extra-organizational participants and also placed second when proportion of working time is considered (37%); (3) Thirteen per cent of the activities were alone with the observer as compared to 9.5 per cent of time spent; and (4) One per cent of the activities involved no participants and required 4 per cent of the time.

The composite of the number of activities and time spent by the five principals for each category of tasks is listed below: (1) Activities in Student Personnel placed first with 30.4 per cent and placed second when proportion of time is considered (16.2%); (2) Support Management represented 15.8 per cent of the activities but placed eighth in time spent (6.5%); (3) Activities in Staff Personnel placed third with 10.9 per cent and also placed third in proportion of time spent (12.1%); (4) Activities in System-Wide Policies and Operations placed fourth with 10.6 per cent but placed first in time spent (19.6%); (5) Curriculum and

Instruction was fifth with 9.7 per cent of the activities and in fourth place in time spent (11.2%); (6) In sixth place, Resource Management represented 8.6 per cent of the activities and was in seventh place for time spent (7.3%); (7) Activities in Pleasantries placed seventh with 5.6 per cent and in sixth place for time spent (9.3%); (8) Community Relations, in eighth place, represented 5.2 per cent of the activities but placed fifth in time spent (10.9%); (9) Teaching represented 1.6 per cent of the activities and also placed ninth in proportion of time spent (4.8%); (10) In tenth place were Personal tasks represented by 1.4 per cent of the activities and also in tenth place in time spent (1.8%); and (11) The Unclassified tasks represented .2 per cent of the activities and were also in last place for time spent (.3%).

Conclusions

The five Grades I-XII principals in this study represented only one-seventh of the total number of Grades I-XII principals in Zones II and III during the 1981-1982 school year. The size of the sample was too small to generalize to the total population of Grades I-XII principals in the two zones. However, tentative propositions were developed from a composite of the principals' profiles, the data from the interviews and the anecdotal records.

The Grades I-XII principal works long hours during the work week, an average of 10.5 hours per day. Except for days attending conferences away from the school site, the principal's day is spent doing many activities each lasting a short time. The principal expects frequent interruptions because of an open-door policy with staff, support staff, students and the community.

Even though frequent interruptions or fragmentation of time has been interpreted as lack of control over an individual's time, the principals felt that activities were controlled by the principal. The principal initiated more verbal and print modes of communication than other participants, thereby controlling activities. Control is maintained by initiating contacts, by not pre-scheduling meetings and by having the power to cut short contacts. In addition, the principals controlled activities by delegating work to other participants. The principal exerted control over subordinates in the school and, to a certain extent, over the community. However, the principals did not appear to circumvent regulations of the school board. Regulations of the board were used by the principal to enhance the position of the principalship.

The work day at school was characterized by activities of short duration except for longer activities involving regular classroom teaching or observing teachers teaching in their classrooms. The fragmented nature of the work day at school was not conducive to setting aside extended periods of time to think, to plan or to spend uninterrupted sessions at a specific task. There was little free time during the work day. Work that required extended periods of uninterrupted time was done in the evenings or on week-ends. Activities lasting a short time also occurred before and after the work day at school; these activities were generally telephone calls at home with teachers or parents.

The female principal spent more time on teacher supervision and evaluation than the male principals. She also spent more time than the male principals on the following: in scheduled meetings, outside the school area, with extra-organizational participants and on the task area system-wide policies and operations. The female principal also chaired a music committee of teachers and administrators for the school division. This female principal had many interests outside the school which is evident from the large number of contacts external to the school and time spent with extra-organizational participants.

Nearly 60 per cent of the total working time and nearly 70 per cent of the total number of activities were spent in verbal interactions with participants. Nine-tenths of these verbal interactions ranged from .5 minute to 5 minutes while the other one-tenth ranged from 5.5 minutes to over one hour.

The principal spent nearly 35 per cent of the time in the office area and nearly 60 per cent of the total number of activities occurred there. On average, the principal spent 2.8 minutes per activity at the desk and 1.1 minute per activity in the administrative area.

The whole school and the yard can be viewed as the principal's "turf." The principal spent 62.6 per cent of the time in all areas of the school and yard and conducted 95.9 per cent of the activities on school premises. Sixty per cent of a principal's activities from the office placed the principal in a strong power position and an additional 35.9 per cent of the activities were within the principal's purview. Only 4.1 per cent of the activities occurred outside the school where the principal might not be in the position of power.

Daily patterns of work indicated a busy day with frequent interruptions and each activity lasted a short time. A day filled with fragmented activities did not mean that there was no planning. The principal had a daily plan. This daily plan was in concert with a yearly plan of seasonal activities which take into account sports and intra-mural schedules, course and staff timetabling, budgeting and reporting periods to parents, central office and Alberta Education.

In the literature, the principal is the "man-in-the-middle" caught in the centre of conflicting groups, subordinates, superordinates and a hostile environment. The principal in this study showed no evidence of being in the centre of a maelstrom.

Within two years of the observation period, two of the principals had accepted promotions in the form of larger principalships. At the Pre-Observation Conference, both indicated to the observer their interest in larger principalships or central office jobs, therefore, were categorized as upwardly mobile at the time of the study. Both would concur that maintaining visibility in groups external to the school enhances advancement possibilities. One of these principals had many external contacts during the observation period; the other principal had very few external contacts during the observation period but was maintaining external contacts through summer schools at a university.

One might argue that the two upwardly mobile principals should have differed significantly in some manner from the other three principals who had long-term appointments. However, data analysis of the observation period yields no significant clues to support this view.

Implications

Implications for the Practice of Educational Administration

The descriptive profile of each all grades principal and the composite profile presented in this study can provide principals presently in the field with a point of reference from which they can compare and judge their own work. The same descriptive profiles can provide insights into the Grades I-XII principalship for aspiring candidates. Aspirants can judge whether they have the temperament and dedication necessary to spend the long hours required to attend to the many tasks of the principalship.

If the principal's prime function is educational leadership and if educational leadership is equated with supervision of instruction, then central office personnel and school boards who hire principals might seriously consider female candidates as principals. Gross and Trask (1976:218) note that women derived more satisfaction from supervising instruction than did men. In this study, the female principal spent far more time on supervision of instruction than did the male principals.

The findings and conclusions may have implications for the training of principals. Work is conducted amid interruptions. In fact, 75.6 per cent of the principals' activities last 2 minutes or less. Nearly 70 per cent of their activities are verbal which has implications on the quality of the principals' information. Most of their activities (62.3%) occur with intra-organizational participants and nearly one-half (46%) of their activities occur at their desk. Power is maintained partly by conducting work on their own turf and by using handbooks to extend their authority.

The purpose or task areas used in the structured observational instrument which were derived from competencies identified in Project ASK show that these task areas are concrete and observable. Nearly 90 per cent of the activities occurred in Student Personnel, Support Management, Staff Personnel, System-Wide Policies and Operations, Curriculum and Instruction and Resource Management.

Suggestions for Further Research

Replication of this study to enlarge the population of principals of all-grades schools would establish a broader base, thereby enhancing the numbers to permit generalization to the larger population. A replication study has a twofold problem: exact replications are difficult and the passage of time may affect the data. More promising would be a replication after a major event like a new *School Act* to gauge whether the principals' behaviours significantly change because of new directions legislated by the province. A series of replication studies at other times of the school year would produce a complete descriptive profile of the principalship of Grades I-XII schools. Replication presents an additional problem, according to Pugh and Hinings (1976:viii): "there is no kudos in the professional world of social science for direct replication, although most text books on method would argue, in the abstract, that replication is an important part of the process of theory building."

Each proposition relating to the Grades I-XII principalship could be reworded to form a series of hypotheses for further research into any type of principalship. A list of suggested topics are noted below:

(1) The proposition on the "myth of regulation" could be set within the context of the structural variable of formalization for an in-depth study of the existence of written rules and regulations for schools, written lists of objectives or goals for schools, written handbooks for students, job descriptions for teaching staff, support staff and volunteers, formal records of staff meetings, use of staff memos and bulletin boards, existence and extent of detailed written course outlines developed by the teaching staff, existence and extent of documentation of evaluation of teaching staff and support staff, extent of written communication between staff and existence and extent of written information to parents. A study of the extent that decision making is committed to written forms, that is, rules, regulations, directives and information could constitute a definition of formalization. The items noted above could be factor analyzed to develop profiles of schools of low formalization and high formalization. These high and low profiles of formalization could be juxtaposed with other variables, for example, conflict, job

satisfaction or school effectiveness.

(2) The proposition on control could be set within the context of the structural variable centralization for an in-depth study of existence of organizational charts, extent of distribution of these charts to the teaching staff, the existence of regulation manuals for teaching staff and the extent these manuals outline staff responsibilities, school rules and procedures, existence and extent of formal inservice or induction of new staff, existence and extent of professional development and whether professional development is *laissez-faire* or prescriptive, existence of meetings of staff that are self-directed or other-directed, extent that new teaching staff and support staff appointments are internal or external to the school, the frequency of meetings between principals and the whole teaching staff, the frequency of meetings between principals and the in-school administrators, for example, vice-principals and coordinators, the frequency of meetings between principals and department heads, the frequency of meetings between principals and individual teachers and the visibility of principals at subject meetings of the teaching staff. A study of the distribution of decision making authority in a school constitutes a definition of centralization which is viewed as a mechanism to induce conformity and constrain conflict. The items noted above could be factor analyzed to develop profiles of schools of low centralization or high centralization. These high and low profiles could be juxtaposed with other variables like school size, conflict resolution, job satisfaction, participation and/or effectiveness.

(3) The proposition relating to the orientation of male and female principals toward supervision of teaching bears further investigation. Both female and male principals may state that they supervise teaching, however, the nature of the supervision is not clear. Are male principals more likely to make token visits in classrooms, for example, five minutes to forty minutes? Are female principals more likely to make more short visits and formal visits that monitor two, three and even four sequences of a lesson? The Gross and Trask (1976:219) study in the United States notes that teacher professional performance and student learning were higher in schools administered by female principals. Is the orientation of female principals

toward greater supervision of teachers a function of "sex" or their longer apprenticeship at the teaching level? Would male principals with longer apprenticeships also demonstrate an orientation like female principals toward greater supervision of teachers?

(4) The structured observational instrument could be used as an evaluation instrument by adding a rating scale. The addition of a rating scale to the task categories would add a dimension of significance and intensity thereby adding a qualitative dimension to the existing instrument. Rating scales require inferences being made by an observer which creates a problem in reliability. Heyns and Lippitt (1954:398) note that studies of the "higher-inference sort" tend to yield predictive efficiency.

(5) The work of principals requires an understanding of the opportunities for choice in *what* is to be done and *how* the job is done. Choices in what is done reflects the content of the work: selecting between kinds of work, doing some tasks that another might not do and ignoring or delegating others; the attention given to innovation; boundary management; and risk-taking and its kind and extent. Choices in how the work is done reflects the methods of work: the amount of fragmentation, formality and informality of contacts, whether subordinates are seen alone, in pairs or in groups, time spent in meetings and on travel and leadership style. Stewart (1982) studies the choices for managers within a framework of demands, constraints and choices.

The topics suggested above would expand knowledge of the work of principals. Because the small sample in this study precludes generalizing to the larger population of principals, replications and expansions of this study would serve to add to a growing body of research on the principalship.

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Appendix A: Letter From Alberta Education, Student Records and Computer Services Branch

Alberta
EDUCATION

Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L2
Phone: 427-5736

February 4, 1983

Mrs. Jeanne Cooper
c/o County of Smoky Lake #13
Box 310
Smoky Lake, Alberta
T0A 3C0

Dear Mrs. Cooper:

As confirmation of our telephone conversations of June, 1982, the figures for the 1981-82 school year that you required are set out below.

1. There are 142 Active Superintendent positions.
2. There are 27 Semi-Active Superintendent positions.
3. As a result of vacant positions and Superintendents serving in more than one area, our records indicate a total of 105 Superintendents.
4. We show 124 schools offering the complete range of Grade 1 to 12.
5. Our records indicate 1243 Principals and 909 Vice Principals.

All of the above information was taken from the records we had on file as of June 1982.

I wish to apologize for the delay in putting this information into writing for you.

Sincerely,

Donna Scott

Donna L. Scott
Administrative Officer
Student Records &
Computer Services Branch

DLS/ac

Appendix B: Copy of Resolution 37E/81 Role of the Principal

37E/81 Role of the Principal

BE IT RESOLVED that the Alberta School Trustees' Association adopt the following statement with respect to the "Role of the Principal":

The role of the principal is central to the providing and maintaining of an effective instructional program at the school level.

The essential and critical act of schooling is teaching: the process through which a teacher induces student learning of skills, knowledge and values. When effectively carried out these enable the student to combine and integrate facts, beliefs and ideas in a manner that is in keeping with their maturation process.

Improvement of the art and science of teaching is the most likely solution to the problem of providing students with a high quality of schooling.

As the school is the focal educational unit and quality teaching is critical to the total function, improvement of teaching, and provision and maintenance of an effective instructional program is the primary responsibility of the principal teacher. It is at the school level that immediate results occur in the form of effective teaching, improved learning, increased achievement, and progressively more positive student attitudes and behaviours.

Development and implementation of effective teaching processes and successful supervision approaches to improve the instructional program requires of each school (and its staff) a clear and well-formulated plan to promote professional growth and development in the "ways" of teaching. Such a plan must begin with the school's principal and teachers working together. Studies of effective schools and other research point to the importance of leadership from a principal whose primary role is that of principal teacher complemented by that of administrator and manager. This type of principal is central to an instructional program of high standard and also key to creating a school environment which supports shared purposes in promoting effective teacher-pupil-subject interaction leading to improved life chances for students.

Background

The above statement on the "Role of the Principal" is the result of an Association discussion paper and the consideration given it by trustees, superintendents and other administators, and some principals at zone seminars held during August, September and October, 1981. It expresses the shared expectations held by trustees for the principal's role. Adoption of this statement by the Convention should achieve a number of goals:

1. the Association would have on record a statement general enough to cover the role without impinging on the specific role requirements of any member board regarding any of its schools;
2. with such a statement on record the Association will be able to show the Government of Alberta the position of its membership and thus prevent prescriptive legislation from being enacted; and
3. the Association would be able to undertake endeavours in keeping with the statement.

As stated above, the statement is deliberately general and focuses on the primary aspects of the role -- its significance in relation to the instructional program at the school level.

Approval of this role statement, allied with support from the education community at the district and provincial levels, will be a significant step in bettering education.

Sponsor: Executive

Executive Action: Concurrence (12-0)

38E/81 Principal - Job Descriptions

BE IT RESOLVED that the Alberta School Trustees' Association urge member boards to develop specific job descriptions for their principals consistent with the Association's position on the role of the principal.

Sponsor: Executive

Executive Action: Concurrence (12-0)

Source: *Convention Handbook, 1907-1982 Seventy-Five Years of Service to Children*, Alberta School Trustees' Association Annual Convention, Calgary Convention Centre, November 1 to 4, 1981: 92-93.

Appendix C: List of Grades I-XII Schools in the Province of Alberta For the Year 1981-1982

List of Operating Schools By Selected Jurisdiction Type

School Code	School Name	Jurisdiction	Teacher Count	Program List
8904	St Mary's Community School 111-18 Ave. S.W. Calgary, Alta. T2S 0B8	Calgary RCSS Dist. #1	84	GR 1-12 ECS El. Sp. Ed. S.H. Sp. Ed.
5120	Sundre School Box 210 Sundre, Alta. T0M 1X0	County of Mountain View #17	46	GR 1-12 El. Sp. Ed. J.H. Sp. Ed. S.H. Sp. Ed.
5101	Hugh Sutherland School Box 430 Carstairs, Alta. T0M 0N0	County of Mountain View #17	39	GR 1-12 El. Sp. Ed.
1703	High Level Public School Box 1600 High Level, Alta. T0H 1Z0	Fort Vermilion S. Div. #52	35	GR 1-12 El. Sp. Ed. J.H. Sp. Ed.
6491	Immanuel Christian School 802-6 Ave. N. Lethbridge, Alta. T1H 0S1	Private	35	GR 1-12 ECS El. Sp. Ed. J.H. Sp. Ed.
4411	H. J. Cody School Box 578 Sylvan Lake, Alta. T0M 1Z0	County of Red Deer #23	34	GR 1-12 El. Sp. Ed.
9903	Calgary Christian School 2839-49 St. SW Calgary, Alta. T3E 3X9	Private	33	GR 1-12 ECS
2623	Redwater School Box 790 Redwater, Alta. T0A 2W0	Sturgeon S. Div. #24	32	GR 1-12 ECS El. Sp. Ed.
9922	Strathcona-Tweedsmuir School RR 2 Okotoks, Alta. T0L 1T0	Private	32	GR 1-12
1602	Georges P. Vanier School Box 135 Donnelly Alta. T0H 1G0	High Prairie S. Div. #48	31	GR 1-12 ECS
1635	Routhier School Box 540 Falher, Alta. T0H 1M0	Falher Cons. Sch. Dist. #69	31	GR 1-12 Even. Credit El. Sp. Ed. J.H. Sp. Ed. S.H. Sp. Ed.

3510	Viking School Box 720 Viking, Alta. T0B 4N0	County of Beaver #9	31	GR 1-12 ECS El. Sp. Ed.
4824	Coronation School Box 280 Coronation, Alta. T0C 1C0	County of Paintearth #18	29	GR 1-12 El. Sp. Ed. J.H. Sp. Ed.
2170	St. Joseph School Bag 780 Whitecourt, Alta. T0E 2L0	Whitecourt RCSSD #94	29	GR 1-12 El. Sp. Ed.
2722	H.A. Kostash School Box 630 Smoky Lake, Alta. T0A 3C0	County of Smoky Lake #13	27	GR 1-12 El. Sp. Ed. J.H. Sp. Ed. S.H. Sp. Ed.
3604	Mannville School Box 240 Mannville, Alta. T0B 2W0	County of Minburn #27	27	GR 1-12 ECS Evening Credit El. Sp. Ed. J.H. Sp. Ed. S.H. Sp. Ed.
4101	Caroline School Box 147 Caroline, Alta. T0M 0M0	Rocky Mountain S. Div. #15	26	GR 1-12 El. Sp. Ed.
4403	Delburne Centralized School Box 280 Delburne, Alta. T0M 0V0	County of Red Deer #23	26	GR 1-12 El. Sp. Ed. J.H. Sp. Ed.
2905	Glendon School Box 120 Glendon, Alta. T0A 1P0	Lakeland S. Dist. #5460	26	GR 1-12 ECS El. Sp. Ed.
5610	Three Hills School Box 696 Three Hills, Alta. T0M 2A0	Three Hills S. Div. #60	26	GR 1-12 El. Sp. Ed.
4402	Bowden (Grandview) School Box 40 Bowden, Alta. T0M 0K0	County of Red Deer #23	25	GR 1-12 El. Sp. Ed. J.H. Sp. Ed.
3206	Calmar School Box 30 Calmar, Alta. T0C 0V0	County of Leduc #25	25	GR 1-12 ECS Evening Credit El. Sp. Ed. J.H. Sp. Ed.
1202	Fox Creek School Box 88 Fox Creek, Alta.	East Smoky S. Div. #54	25	GR 1-12 ECS J.H. Sp. Ed.

	T0H 1P0			S.H. Sp. Ed.
3805	Kitscoty School Box 23 Kitscoty, Alta. T0B 2P0	County of Vermilion River #24	25	GR 1-12 El. Sp. Ed.
2535	Legal School Box 120 Legal, Alta. T0G 1L0	Legal S. Dist. #1738	25	GR 1-12 ECS El. Sp. Ed.
1807	Mistassiniy School Gen Del Desmarais, Alta. T0G 0T0	Northland S. Div. #61	25	GR 1-12 El. Sp. Ed.
3395	Strathcona Christian Academy RR 2 Sherwood Park, Alta. T8A 3K2	Private	25	GR 1-12 ECS
5103	Cremona School Cremona, Alta. T0M 0R0	County of Mountain View #17	24	GR 1-12 El. Sp. Ed. J.H. Sp. Ed.
4703	Forestburg School Box 490 Forestburg, Alta. T0B 1N0	County of Flagstaff #29	24	GR 1-12
3502	Holden School Box 70 Holden, Alta. T0B 2C0	County of Beaver #9	24	GR 1-12 ECS El. Sp. Ed. J.H. Sp. Ed. S.H. Sp. Ed.
6803	Irvine School Box 51 Irvine, Alta. T0J 1V0	Medicine Hat S. Div. #4	24	GR 1-12 El. Sp. Ed.
5612	Trochu Valley-Pontmain School P.O. Box 190 Trochu, Alta. T0M 2C0	Three Hills S. Div. #60	24	GR 1-12 El. Sp. Ed.
2724	Vilna School Box 190 Vilna, Alta T0A 3L0	County of Smoky Lake #13	24	GR 1-12 El. Sp. Ed.
2806	Mallaig School Box 90 Mallaig, Alta. T0A 2K0	County of St. Paul #19	23	GR 1-12 ECS El. Sp. Ed. J.H. Sp. Ed.
1203	Ridgevalley School Box 59 Crooked Creek, Alta. T0H 0Y0	East Smoky S. Div. #54	23	GR 1-12 ECS El. Sp. Ed. J.H. Sp. Ed. S.H. Sp. Fd.

2471	St. Mary RCS School Box 430 Westlock, Alta T0G 2L0	Westlock RCSSD #110	23	GR 1-12 El. Sp. Ed.
6170	St. Michaels RCS School Box 1450 Pincher Creek, Alta. T0K 1W0	Pincher Creek RCSSD #18	23	GR 1-12
2207	Seba Beach School Seba Beach, Alta. T0E 2B0	County of Parkland #31	23	GR 1-12 El. Sp. Ed. J.H. Sp. Ed. S.H. Sp. Ed.
4410	Spruce View School Spruce View, Alta. T0M 1V0	County of Red Deer #23	23	GR 1-12 El. Sp. Ed.
4702	Daysland School Box 237 Daysland, Alta. T0B 1A0	County of Flagstaff #29	22	GR 1-12 El. Sp. Ed.
4907	Provost Public School Provost, Alta. T0B 3S0	Provost S. Div. #33	22	GR 1-12
1470	St. Thomas More School Box 2245 Fairview, Alta. T0H 1L0	St. Thomas More RCSSD #35	22	GR 1-12 El. Sp. Ed.
3401	Andrew School Box 390 Andrew, Alta. T0B 0C0	County of Lamont #30	21	GR 1-12 El. Sp. Ed. J.H. Sp. Ed.
4302	Bentley School Bentley, Alta. T0C 0J0	County of Lacombe #14	21	GR 1-12
3870	St. Jeromes School Box 810 Vermilion, Alta. T0B 4M0	Vermilion RCSSD #97	21	GR 1-12 ECS El. Sp. Ed.
6702	Bassano School Box 60 Bassano, Alta. T0J 0B0	County of Newell #4	20	GR 1-12 El. Sp. Ed.
6907	Foremost School Box 430 Foremost, Alta. T0K 0X0	County of Forty Mile #8	20	GR 1-12
4301	Macc-Alix School Box 160 Alix, Alta. T0C 0B0	County of Lacombe #14	20	GR 1-12 El. Sp. Ed.
3406	Mundare School	County of Lamont #30	20	GR 1-12

	Box 319 Mundare, Alta. T0B 3H0			El. Sp. Ed. J.H. Sp. Ed. S.H. Sp. Ed.
3506	Ryley School Box 26 Ryley, Alta. T0B 4A0	County of Beaver #9	20	GR 1-12 ECS J.H. Sp. Ed.
5508	Standard School Box 69 Standard, Alta. T0J 3G0	County of Wheatland #16	20	GR 1-12 El. Sp. Ed.
5205	Beiseker School Box 357 Beiseker, Alta. T0M 0G0	Rocky View S. Div. #41	19	GR 1-12 El. Sp. Ed.
4802	Consort School Bag Service 2 Consort, Alta. T0C 1B0	Neutral Hills S. Div. #16	19	GR 1-12 El. Sp. Ed.
6703	Duchess School Box 119 Duchess, Alta. T0J 0Z0	County of Newell #4	19	GR 1-12 El. Sp. Ed.
2706	Plamondon School Box 90 Plamondon, Alta. T0A 2T0	Lac la Biche S. Div. #51	19	GR 1-12 ECS El. Sp. Ed.
4210	Rimbey Elementary School Box 710 Rimbey, Alta. T0C 2J0	County of Ponoka #3	19	GR 1-12 El. Sp. Ed.
3111	Winfield School Box 120 Winfield, Alta. T0C 2X0	County of Wetaskiwin #10	19	GR 1-12 El. Sp. Ed. J.H. Sp. Ed.
4503	Bawlf School Box 130 Bawlf, Alta. T0B 0J0	County of Camrose #22	18	GR 1-12
1611	Kinuso School Box 180 Kinuso, Alta. T0G 1K0	High Prairie S. Div. #48	18	GR 1-12 ECS El. Sp. Ed. J.H. Sp. Ed.
2970	St. Dominics School Box 100 Cold Lake, Alta. T0A 0V0	Lakeland RCSSD #150	18	GR 1-12 ECS El. Sp. Ed.
2604	Boyle School Box 180 Boyle, Alta.	County of Athabasca #12	17	GR 1-12 El. Sp. Ed. J.H. Sp. Ed.

	T0A 0M0			
3602	Delnorte School Box 189 Innisfree, Alta. T0B 2G0	County of Minburn #27	17	GR 1-12 ECS Even. Credit El. Sp. Ed. J.H. Sp. Ed. S.H. Sp. Ed.
4507	Hay Lakes School Hay Lakes, Alta. T0B 1W0	County of Camrose #22	17	GR 1-12
3906	Irma School Box 250 Irma, Alta. T0B 2H0	Wainwright S. Div. #32	17	GR 1-12 ECS El. Sp. Ed.
6121	Livingstone School Box 98 Lundbreck, Alta. T0K 1H0	Pincher Creek S. Div. #29	17	GR 1-12 El. Sp. Ed. J.H. Sp. Ed.
3808	Marwayne Jubilee School Marwayne, Alta. T0B 2X0	County of Vermilion River #24	17	GR 1-12 El. Sp. Ed.
4502	Bashaw School Box 69 Bashaw, Alta. T0B 0H0	County of Camrose #22	16	GR 1-12 El. Sp. Ed.
9906	Heritage Christian School 2020-6 St. NW Calgary, Alta. T2M 3G3	Private	16	GR 1-12
4510	New Norway School P.O. Box 69 New Norway, Alta. T0B 3L0	County of Camrose #22	16	GR 1-12
3703	New Myrnam School Box 160 Myrnam, Alta. T0B 3K0	County of Two Hills #21	16	GR 1-12 El. Sp. Ed. J.H. Sp. Ed.
2015	Niton Central School Box 10 Niton Junction, Alta. T0E 1S0	Yellowhead S. Div. #12	16	GR 1-12 ECS El. Sp. Ed.
1706	Rocky Lane School Bag 9000 Ft. Vermilion, Alta. T0H 1N0	Fort Vermillion S. Div. #52	16	GR 1-12 ECS El. Sp. Ed. J.H. Sp. Ed. S.H. Sp. Ed.
1790	Assumption School Box 30 Chateh, Alta. T0H 0S0	Fort Vermilion S. Div. #52	15	GR -12

5702	Delia School Box 236 Delia, Alta. T0J 0W0	Starland S. Div. #30	15	GR 1-12 El. Sp. Ed. J.H. Sp. Ed.
6708	Rosemary School Box 89 Rosemary, Alta. T0J 2W0	County of Newell #4	15	GR 1-12 El. Sp. Ed. J.H. Sp. Ed. S.H. Sp. Ed.
4970	St. Thomas Aquinas School Box 390 Provost, Alta. T0B 3S0	Provost RCSSD #65	15	GR 1-12 El. Sp. Ed. J.H. Sp. Ed.
7951	Tempo School 5603-148 St. Edmonton, Alta. T6H 4T7	Private	15	GR 1-12
6709	Tilley School Box 70 Tilley, Alta. T0J 3K0	County of Newell #4	15	GR 1-12 El. Sp. Ed.
6509	Warner School 409-3 Ave. Warner, Alta. T0K 2L0	County of Warner #5	15	GR 1-12 El. Sp. Ed. J.H. Sp. Ed.
4905	Central School Hughenden, Alta. T0B 2E0	Provost S. Div. #33	14	GR 1-12 El. Sp. Ed.
1303	Eaglesham School Box 9 Eaglesham, Alta. T0H 1H0	Spirit River S. Div. #47	14	GR 1-12 El. Sp. Ed.
3904	Edgerton Public School Box 29 Edgerton, Alta. T0B 1K0	Wainwright S. Div. #32	14	GR 1-12 ECS El. Sp. Ed.
3811	E.H. Walter School Box 60 Paradise Valley, Alta. T0B 3R0	County of Vermilion River #24	14	GR 1-12 El. Sp. Ed.
2306	Fort Assiniboine School Fort Assiniboine, Alta. T0G 1A0	County of Barrhead #11	14	GR 1-12 El. Sp. Ed. J.H. Sp. Ed. S.H. Sp. Ed.
5214	Kathyrn School Kathyrn, Alta. T0M 1E0	Rocky View S. Div. #41	14	GR 1-12 El. Sp. Ed.
1501	Lloyd Garrison School Box 220 Berwyn, Alta. T0H 0E0	Peace River S. Div. #10	14	GR 1-12 El. Sp. Ed. J.H. Sp. Ed.

5705	Morrin School Box 10 Morrin, Alta. T0J 2B0	Starland S. Div. #30	14	GR 1-12 El. Sp. Ed. J.H. Sp. Ed.
3710	Willingdon School Willingdon, Alta. T0B 4R0	County of Two Hills #21	14	GR 1-12
1407	Worsley Central School Box 210 Worsley, Alta. T0H 3W0	Fairview S. Div. #50	14	GR 1-12 ECS J.H. Sp. Ed.
6743	Brooks Primary School Bag 860 Brooks, Alta. T0J 0J0	Brooks S. Dis. #2092	13	GR 1-12 ECS El. Sp. Ed.
3902	D. Folkins School Box 129 Chauvin, Alta. T0B 0V0	Wainwright S. Div. #32	13	GR 1-12 ECS El. Sp. Ed.
4505	Edberg School Edberg, Alta. T0B 1J0	County of Camrose #22	13	GR 1-12
2605	Grassland School Box 57 Grassland, Alta. T0A 1V0	County of Athabasca #12	13	GR 1-12 El. Sp. Ed. J.H. Sp. Ed.
2804	Heinsburg School Box 51 Heinsburg, Alta. T0A 1X0	County of St. Paul #19	13	GR 1-12 ECS El. Sp. Ed. J.H. Sp. Ed.
6535	Stirling School Box 340 Stirling, Alta. T0K 2E0	Stirling S. Dist. #647	13	GR 1-12 ECS
6602	Chamberlain School Box 670 Grassy Lake, Alta. T0K 0Z0	Taber S. Div. #6	12	GR 1-12 ECS El. Sp. Ed. J.H. Sp. Ed.
6410	Noble Central School Box 119 Nobleford, Alta. T0L 1S0	County of Lethbridge #26	12	GR 1-12 El. Sp. Ed.
4511	Rosalind School Rosalind, Alta. T0B 3Y0	County of Camrose #22	12	GR 1-12 El. Sp. Ed.
6970	St. Michaels School Box 99 Bow Island, Alta. T0K 0G0	Bow Island RCSS Dist. #82	12	GR 1-12 ECS El. Sp. Ed.
1305	Savanna School	Spirit River S. Div. #47	11	GR 1-12

	Silver Valley, Alta. T0H 3E0			ECS El. Sp. Ed.
4801	Altario School Altario, Alta. T0C 0E0	Neutral Hills S. Div. #16	10	GR 1-12 El. Sp. Ed. J.H. Sp. Ed.
5602	Carbon School P.O. Box 250 Carbon, Alta. T0M 0L0	Three Hills S. Div. #60	10	GR 1-12 El. Sp. Ed.
5903	Cereal School Gen Del Cereal, Alta. T0J 0N0	Acadia S. Div. #8	10	GR 1-12 El. Sp. Ed.
7907	Covenant Comm Training Cen 11205-101 St. Edmonton, Alta. T5G 2A4	Private	10	GR 1-12
3803	Dewberry School Box 89 Dewberry, Alta. T0B 1G0	County of Vermilion River #24	10	GR 1-12
5504	Hussar School Box 250 Hussar, Alta. T0J 1S0	County of Wheatland #16	10	GR 1-12 El. Sp. Ed.
5405	Lomond School Box 69 Lomond, Alta. T0L 1G0	County of Vulcan #2	10	GR 1-12
5827	Youngstown School Box 69 Youngstown, Alta. T0J 3P0	Rangeland S. Div. #9	10	GR 1-12
7909	Millwoods Christian School 8704 Millwoods Road Edmonton, Alta. T6K 3J3	Private	9	GR 1-12 ECS
5802	New Cessford School Gen. Del. Cessford, Alta. T0J 0P0	Berry Creek S. Div. #1	9	GR 1-12
1705	Rainbow Lake School Box 116 Rainbow Lake, Alta. T0H 2Y0	Fort Vermilion S. Div. #52	9	GR 1-12
1308	Wanham School Box 70 Wanham, Alta. T0H 3P0	Spirit River S. Div. #47	9	GR 1-12 El. Sp. Ed.
3397	Ft. Saskatchewan Christ School	Private	8	GR 1-12

	Box 3388 Fort Saskatchewan, Alta. T8L 2T3			Even. Credit
7912	German School Edelweiss 12424-103 Ave. Edmonton, Alta. T5N 0R3	Private	8	GR 1-12 Even. Credit
4870	Theresetta RCS School Box 580 Castor, Alta. T0C 0X0	Theresetta RCSSD #23	8	GR 1-12
7962	Centennial Montessori School 10738-85 Ave. Edmonton, Alta. T6E 2K8	Private	6	Gr 1-12
9927	Foothills Christian Academy 5300 53 Ave. NW Calgary, Alta. T3A 2G8	Private	5	GR 1-12
9926	Italian School of Calgary 416-1 Ave. NE Calgary, Alta. T2E 0B4	Private	5	GR 1-12 Even. Credit
6497	Chinook Christian Academy 4101-20 Ave. S. Lethbridge, Alta. T1K 4X8	Private	3	GR 1-12
5292	Koinonia Chris School (Carstairs) RR 2 Carstairs, Alta. T0M 0N0	Private	3	GR 1-12 J.H. Sp. Ed.
6894	Cornerstone Academy 1340-22 St. SE Medicine Hat, Alta. T1A 7M4	Private	1	GR 1-12
9909	Innisfail Christian Academy 4136-49 Ave Innisfail, Alta. T0M 1A0	Private	1	GR 1-12
5192	Koinonia Christian School Box 91 Cremona, Alta. T0M 0R0	Private	1	GR 1-12
9907	Preparation For Life School 1940-6 Ave. NW Calgary, Alta. T2N 0W3	Private	1	GR 1-12

Appendix D: Map of Zones II and III in the Province of Alberta

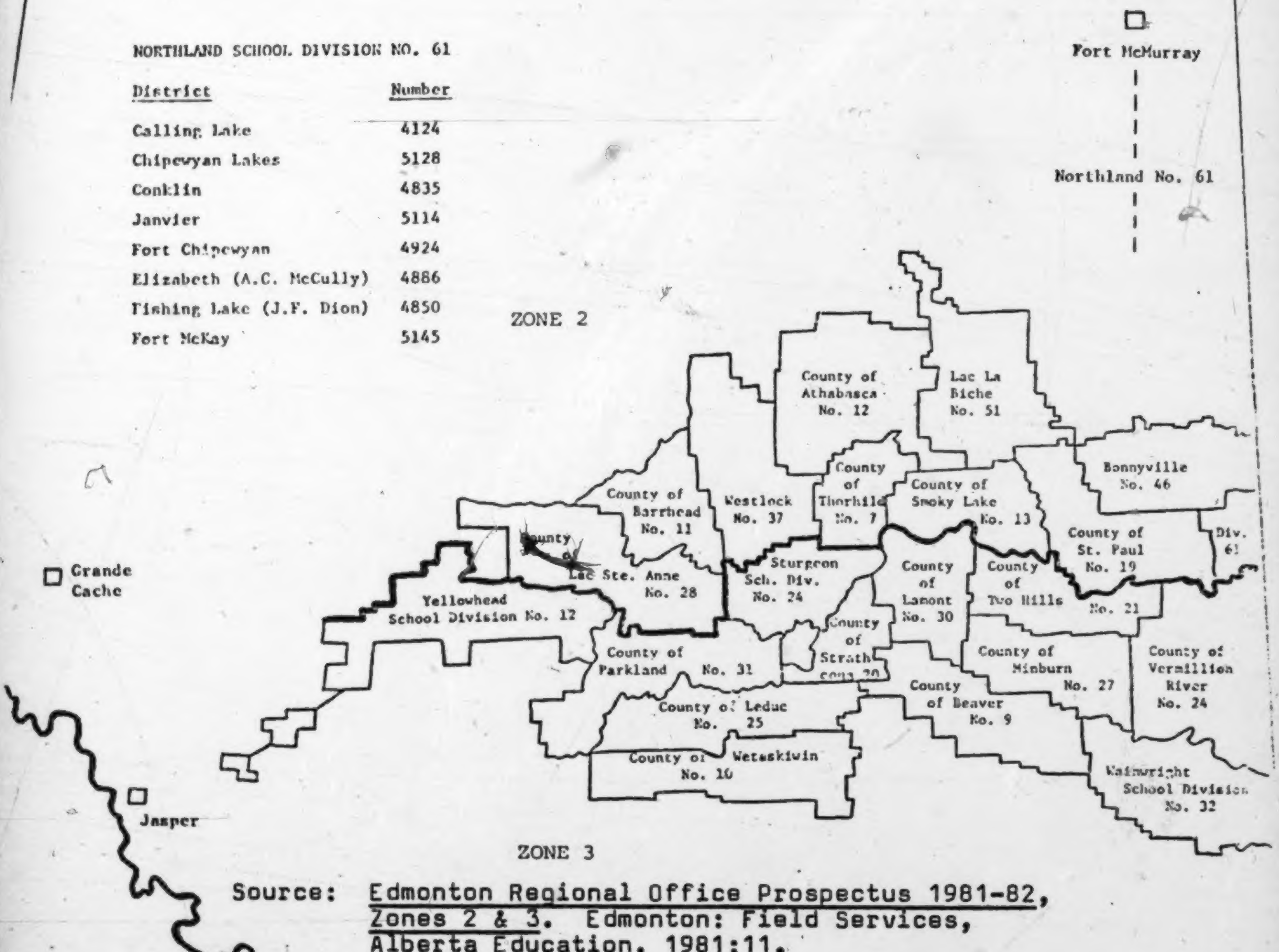
ALBERTA EDUCATION

ZONE 2 AND ZONE 3

DIVISIONS AND COUNTIES

NORTHLAND SCHOOL DIVISION NO. 61

District	Number
Calling Lake	4124
Chipewyan Lakes	5128
Conklin	4835
Janvier	5114
Fort Chipewyan	4924
Elizabeth (A.C. McCully)	4886
Fishing Lake (J.F. Dion)	4850
Fort McKay	5145


Fort McMurray
Northland No. 61
ZONE 2
County of Athabasca No. 12
Lac La Biche No. 51
Bonnyville No. 46
County of Barrhead No. 11
Westlock No. 37
County of Thorhild No. 7
County of Smoky Lake No. 13
County of St. Paul No. 19
Div. 61
Grande Cache
County of Lac Ste. Anne No. 28
Sturgeon Sch. Div. No. 24
County of Lamont No. 30
County of Two Hills No. 21
Yellowhead School Division No. 12
County of Strathcona 20
County of Parkland No. 31
County of Minburn No. 27
County of Vermillion River No. 24
County of Leduc No. 25
County of Beaver No. 9
County of Wetaskiwin No. 10
Wainwright School Division No. 32
Jasper
ZONE 3

Source: Edmonton Regional Office Prospectus 1981-82, Zones 2 & 3. Edmonton: Field Services, Alberta Education, 1981:11.

Appendix E: List of Grades I-XII Schools in Zones II and III in the Province of Alberta for the School Year 1981-1982

List of Grades I-XII Schools in Zones II and III
in the Province of Alberta for the School year 1981-1982

Zone	School Code	School Name	Jurisdiction Type	Teacher Count	Program
III	2623	Redwater Sch Box 790 Redwater, Alta. T0A 2W0	Sturgeon Sch. Div. #24	32	GR. 1-12 ECS El. Sp. Ed.
III	3510	Viking School Box 720 Viking, Alta. T0B 4N0	County of Beaver #9	31	Gr. 1-12 ECS El. Sp. Ed.
II	2170	St. Joseph School Bag 780 Whitecourt, Alta. T0E 2L0	Whitecourt RCSSD #94	29	Gr. 1-12 El. Sp. Ed.
II	2722	H.A. Kostash School Box 630 Smoky Lake, Alta. T0A 3C0	County of Smoky Lake #13	27	Gr. 1-12 El. Sp. Ed. J.H. Sp. Ed. S.H. Sp. Ed.
III	3604	Mannville School Box 240 Mannville, Alta. T0B 2W0	County of Minburn #27	27	Gr. 1-12 ECS Evening Credit El. Sp. Ed. J.H. Sp. Ed. S.H. Sp. Ed.
II	2905	Gendon School Box 120 Glendon, Alta. T0A 1P0	Lakeland Sch. Dist. #5460	26	Gr. 1-12 ECS El. Sp. Ed.
III	3206	Calmar School Box 30 Calmar, Alta. T0C 0V0	County of Leduc #25	25	Gr. 1-12 ECS Evening Credit El. Sp. Ed. J.H. Sp. Ed.
III	3805	Kitscoty School Box 23 Kitscoty, Alta. T0B 2P0	County of Vermilion River #24	25	Gr. 1-12 El. Sp. Ed.
III	2535	Legal School Box 120 Legal, Alta. T0G 1L0	Legal Sch. Dist. #1738	25	Gr. 1-12 ECS El. Sp. Ed.
III	3502	Holden School Box 70 Holden, Alta. T0B 2C0	County of Beaver #9	24	Gr. 1-12 ECS El. Sp. Ed. J.H. Sp. Ed. S.H. Sp. Ed.

II	2724	Vilna School Box 190 Vilna, Alta. T0A 3L0	County of Smoky Lake #13	24	Gr. 1-12 El. Sp. Ed.
II	2806	Mallaig School Box 90 Mallaig, Alta. T0A 2K0	County of St. Paul #19	23	Gr. 1-12 ECS El. Sp. Ed. J.H. Sp. Ed.
II	2471	St. Mary RCS School Box 430 Westlock, Alta. T0G 2L0	Westlock RCSSD #110	23	Gr. 1-12 El. Sp. Ed.
III	2207	Seba Beach School Seba Beach, Alta. T0E 2B0	County of Parkland #31	23	Gr. 1-12 El. Sp. Ed. J.H. Sp. Ed. S.H. Sp. Ed.
III	3401	Andrew School Box 390 Andrew, Alta. T0B 0C0	County of Lamont #30	21	Gr. 1-12 El. Sp. Ed. J.H. Sp. Ed.
III	3870	St. Jeromes School Box 810 Vermilion, Alta. T0B 4M0	Vermilion RCSSD #97	21	Gr. 1-12 ECS El. Sp. Ed.
III	3406	Mundare School Box 319 Mundare, Alta. T0B 3H0	County of Lamont #30	20	Gr. 1-12 El. Sp. Ed. J.H. Sp. Ed. S.H. Sp. Ed.
III	3506	Ryley School Box 26 Ryley, Alta. T0B 4A0	County of Beaver #9	20	Gr. 1-12 ECS J.H. Sp. Ed.
II	2706	Plamondon School Box 90 Plamondon, Alta. T0A 2T0	Lac la Biche Sch. Div. #51	19	Gr. 1-12 ECS El. Sp. Ed.
III	3111	Winfield School Box 120 Winfield, Alta. T0C 2X0	County of Wetaskiwin #10	19	Gr. 1-12 El. Sp. Ed. J.H. Sp. Ed.
II	2970	St. Dominics School Box 100 Cold Lake, Alta. T0A 0V0	Lakeland RCSSD #150	18	Gr. 1-12 ECS El. Sp. Ed.
II	2604	Boyle School Box 180 Boyle, Alta T0A 0M0	County of Athabasca #12	17	Gr. 1-12 El. Sp. Ed. J.H. Sp. Ed.
III	3602	Delnorte School Box 189	County of Minburn #27	17	Gr. 1-12 ECS

		Innisfree, Alta. T0B 2G0			Evening Credit El. Sp. Ed. J.H. Sp. Ed.
III	3906	Irma School Box 250 Irma, Alta. T0B 2H0	Wainwright Sch. Div. #32	17	Gr. 1-12 ECS El. Sp. Ed.
III	3808	Marwayne Jubilee School Marwayne, Alta. T0B 2X0	County of Vermilion River #24	17	Gr. 1-12 El. Sp. Ed.
III	3703	New Myrnam School Box 160 Myrnam, Alta. T0B 3K0	County of Two Hills #21	16	Gr. 1-12 El. Sp. Ed. J.H. Sp. Ed.
III	2015	Niton Central School Box 10 Niton Junction, Alta. T0E 1S0	Yellowhead Sch. Div. #12	16	Gr. 1-12 ECS El. Sp. Ed.
III	3904	Edgerton Public School Box 29 Edgerton, Alta. T0B 1K0	Wainwright Sch. Div. #32	14	Gr. 1-12 ECS El. Sp. Ed.
III	3811	E.H. Walter School Box 60 Paradise Valley, Alta. T0B 3R0	County of Vermilion River #24	14	Gr. 1-12 El. Sp. Ed.
II	2306	Fort Assiniboine School Fort Assiniboine, Alta. T0G 1A0	County of Barhead #11	14	Gr. 1-12 El. Sp. Ed. J.H. Sp. Ed. S.H. Sp. Ed.
III	3710	Willingdon School Willingdon, Alta. T0B 4R0	County of Two Hills #21	14	Gr. 1-12
III	3902	Dr. Folkins School Box 129 Chauvin, Alta. T0B 0V0	Wainwright Sch. Div. #32	13	Gr. 1-12 ECS El. Sp. Ed.
II	2605	Grassland School Box 57 Grassland, Alta. T0A 1V0	County of Athabasca #12	13	Gr. 1-12 El. Sp. Ed. J.H. Sp. Ed.
II	2804	Heinsburg School Box 51 Heinsburg, Alta. T0A 1X0	County of St. Paul #19	13	Gr. 1-12 ECS El. Sp. Ed. J.H. Sp. Ed.
III	3803	Dewberry School Box 89 Dewberry, Alta, T0B 1G0	County of Vermilion River #24	10	Gr. 1-12

Appendix F: Structured Observational Instrument

Diary

CHRONOLOGY

medium

Telephone: Self, Other

Mail: To Self, Self, Oth., To oth.

Sch.

Meetings: Unscheduled S O, Scheduled S O, Tour, Plan-ning, PA, Travel, [illegible]

where

Location: Adm. Area, Staff Room, Class, Hall, Yard, Water, Out side Sch.

A W O

with whom

Participants

Extra-Organizational: Supt., Cent. off., Par., Par. Com. Trea., Col., Peer, Mem-er

Intra-Organizational: V.P., Tr., S, Sec., Aide, Bus Dri., Jan., Oth.

tasks

Excl. of ops., Per-so-nal, Plan-ning, Curr. & Inst., Staff Pers., Stud. Pers., Res. Mgt, Support Mgt, S-W P&O, Com. Rel., Tg., Unclassified

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80

Appendix G: Copy of Diary For Use When Researcher/Observer Is Not Present

FOR USE WHEN THE RESEARCHER/OBSERVER IS NOT PRESENT

Diary for: Evening Meetings
Work Taken Home
Telephone Calls at Home

Principal No. ____________________

Date ____________________

Example: Evening Meeting:

Time	Location	Participants	Task Areas
8:00-10:10	Central Office	-Superintendent -Director of Pupil Personnel -2 teachers -3 principals	-Curriculum & Instruction -Staff Personnel -Student Personnel -Resource Management -Support Management -System-Wide Policies and Operations -Community Relations -Other, specify ____________

Work Taken Home or Done in the Evening

Time	Location	Participants	Task Area
8:00-8:20	school	alone	looked over 18 pieces of mail; code by form: L=letter, etc.
8:30-8:40	school	alone	wrote letter to superintendent re: Student Personnel
9:00-9:30	home	alone	read ATA magazine

Telephone Calls at Home or After Work Hours

Time	Location	Participants	Task Area
6:00-6:25	home	parent	Student Personnel
7:00-7:05	home	teacher	Staff Personnel
9:00-9:30	home	trustee	Support Management

FOR USE WHEN THE RESEARCHER/OBSERVER IS NOT PRESENT

Diary for: Evening Meetings
Work Taken Home
Telephone Calls at Home

Principal No. ____________________

Date: ____________________

Evening Meeting

Time	Location	Participants	Task Area
			-Curriculum and Instruction -Staff Personnel -Student Personnel -Resource Management -Support Management -System-Wide Policies and Operations -Community Relations -Other, specify:

Work Taken Home or Done in the Evening

Time	Location	Participants	Task Area

Telephone Calls at Home or After Work Hours

Time	Location	Participants	Task Area

Instructions to Researcher/Observer:

1. At Pre-Observation Conference, give five (5) diary sheets to the principal for the five (5) days of observation.
2. Collect the appropriate diary sheet each morning and staple to the appropriate instrument sheet.
3. Record the times and activities on the instrument before sending sheet to key-punch operator.

Appendix H: Content of Pre-Observation and Post-Observation Conference I

Principal No. ______________________ Date: ______________________ Date: ______________________

PRE-OBSERVATION CONFERENCE

Purpose: to give detailed information on each category of the instrument and to ask for the principal's reaction to the "fit" of each category for the school

POST-OBSERVATION CONFERENCE I

Purpose: to determine whether the observation period has been typical of the usual activities in the school

Except for the presence of an observer, would you say that this week has been a typical week for this time of year?

____

____

I. "COMMUNICATION" OR "STRUCTURE" PORTION OF THE INSTRUMENT

1. Medium Used?

Telephone: three categories are entered:

Telephone Initiator	Line
Self Other	Busy

Please identify the caller at the beginning of the call or before making a call

Were the number of telephone calls for the observation period:

fewer than normal   normal   greater than normal

____

Reason(s), if not normal:

____

b) "Mail:" three categories are entered:

"Mail" Sources	To
Self Other	Self

In addition, the observer will will code the form of mail:

A = agenda/schedule
B = brochure/pamphlet
C = catalogue/calendar
D = textbook
E = newspaper
F = form/purchase order/receipt
G = guidebook/handbook
H = cheque
I = invoice

Were the number of mail items for the observation period:

fewer than normal   normal   greater than normal

____

Reason(s), if not normal:

____

J=print-out
K=entry ticket
L=letter
M=memo, bulletin, ballots
N=note
O=contracts/agreements
P=periodical/magazine
Q=questionnaire
R=report/record
S=School Act
T=timetable
U=scrolls
V=teacher planbook
W=newsletter
X=test paper
Y=register
Z=poster/picture/photograph

c) Meetings: five categories are entered:

-Scheduled Meetings
-Unscheduled Meetings
-Exchange
-Tour
-Monitoring

Were the number of meetings for the observation period:

fewer than normal   normal   greater than normal

Reason(s), if not normal:

Definition of terms:

scheduled meeting: formal meeting that is set on a regular basis
e.g. staff meeting
unscheduled meeting: informal meeting that takes place on short notice
exchange: meeting that takes place with no notice; range from brief contacts where information is transferred in 1 or 2 sentences lasting less than a minute to information being transferred requiring several minutes.
tour: touring of building(s) or yard
monitoring: in a single high density area of the school rather than on the move (tour).
In addition, the observer will record the number present at scheduled and unscheduled meetings and for exchanges. The observer would appreciate a list of known scheduled meetings prior to the observation period:

d) Announcing on the Public Address System:

-Do you have a P.A.?

Announcing on PA

-Do you make the announcements or have you assigned that task to someone else?

Were the number of announcements on the PA for the observation period:

fewer than normal   normal   greater than normal

Reason(s), if not normal:

	-Is there a special time set for announcements on the PA?	______________________
e) Travel Outside the School Travel Outside School	-Do you regularly travel outside the school, e.g.: you are principal of two school on different sites?	Were the number of trips outside the school for the observation period fewer than normal normal greater than normal ______________________
	-Is your travel outside the school restricted to meetings: yes/no taking a student to hospital: yes/no other:	Reason(s), if not normal ______________________

Do the above media classifications reflect all the modes of communication at your disposal:

telephone
"mail"
meetings
PA
travel

Note to observer: note discrepancies and customize instrument where necessary.

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2. Where?

Location: seven categories are entered: 1) Desk/office 2) Administrative area, including V.P. office 3) Staff Room 4) "Classroom" includes gym, Home Ec., IA,--any area where teaching occurs 5) Hall 6) Yard 7) Outside school area	Are there other areas of the school that require special attention? Observer should view school to become familiar with each categorized area	Were the number of your activities in the locations during the observation period: less than normal: 1. 2. 3. 4. 5. 6. 7. normal: 1. 2. 3. 4. 5. 6. 7. greater than normal: 1. 2. 3. 4. 5. 6. 7. Reason(s), if not normal:

Do the above categories for location reflect your school situation:

1. desk/office
2. administrative area, including V.P. office
3. staff room
4. "classroom" including gym, home ec., I.A., etc.
5. hall
6. yard
7. outside school area

Note to observer: note discrepancies and customize instrument where necessary.

3. With whom?

Participants: sixteen categories are entered: 1) Alone 2) Joint:	It is critical that the principal identifies participants by category: e.g.: Mrs. X, grade one teacher. Category "teacher" is critical.	Were the number of contacts and time alone for the observation period: fewer than normal normal greater than normal
3) a)Extra-organizational		Reason(s), if not normal:
-superintendent	Name:	
-other central office	# and Name(s):	
-parent	# and Name(s):	
-parent committee/trustee	Name of local trustee(s):	
-government	# of agencies/title:	
-peers	R.O.E.	
-other	R.C.M.P.	
	Soc. Services	
	Other:	
b) Intra-organizational		
-vice-principal	# and Name(s):	
-teacher	Collect teacher list	
-student		
-secretary	# and Name(s):	
-aide	# and Name(s):	
-bus driver		
-janitor	# and Name(s):	
-other		

Do the above classification for participants reflect your situation?
Note to observer: note discrepancies and customize instrument where necessary.

II. "PURPOSE" OR "CONTENT" PORTION OF INSTRUMENT

1. Exclusion of Observer Ask the observer to be excluded from confidential sessions: e.g.: -teacher-rating conferences -meetings on collective bargaining -personal conferences	Do you anticipate any of these? Is there a teacher on staff heading for a board of reference? Are you a member of the Teacher Bargaining Committee?	Were the number of excluded sessions for the observation period: fewer than normal normal greater than normal Reason(s), if not normal:
2. Personal	Do you anticipate many of these?	Were the number of personal items for the observation period? fewer than normal normal greater than normal Reason(s), if not normal:

a) Inform the observer when a phone call is personal, e.g.: call from wife to pick up groceries. The observer will check off "personal" column, "participant," "telephone" and "desk work."
b) However, should your wife call to report a school related item, e.g.:
school bus accident then, the phone call will be recorded in full: in "participant" column, parent and the appropriate category in "purpose" column.
c) Do you view belonging to community organizations, e.g. Lion's, Optimists', K.C.'s,

Which community organizations

as part of your job--helps you be a better principal by being better informed about your community? Or would you prefer calls/contacts from community organizations you belong to as being personal?

3. Pleasantries, maintenance behaviour in communication.
4. Teaching

Do you teach?
Where?
When?

5. "Task Areas"

1) Curriculum and Instruction

Examples of activities:
-establish curriculum committees and subsequent related meetings
-plan program and timetable to optimally match time, space, staff, students and subject matter
-design curriculum to meet individual learner needs
-facilitate out-of-school learning experiences: field trips, student exchanges
-determine eligibility of course credits earned outside school e.g.: music or out-of-province
-help teachers wth instructional problems or with methods to improve learning climate

List of grades, programs

and Names(s) of special education teacher(s), if any:

and Name(s) of ECS teachers, if any:

How would you gauge the number of activities in curriculum and instruction for the observation period:

fewer than normal	normal	greater than normal

Reason(s), if not normal:

2) Staff Personnel

Examples of activities:
-Recruitment: assist in recruitment and selection of staff; hire substitute teachers
-Staff development: plan PD for self and staff; train teachers in use of media (AV and library resources) orientation of new staff;
-Supervision: observe and evaluate teachers
-Policies, regulations, procedures: interpret system policies, regulations, procedures and priorities to staff
-Conduct staff meetings
-Assist with student teachers
-Personal counselling: personal and career counselling

How would you gauge the number of activities in Staff Personnel for the observation period:

fewer than normal	normal	greater than normal

Reason(s), if not normal:

3) Student Personnel

Examples of activities:
-Attendance: maintain system of student accounting and attendance
-Counselling: plan guidance and counselling program for students; career planning information; orientation for new students and their parents
-Discipline: action on discipline matters

How would you gauge the number of activities in Student Personnel for the observation period?

fewer than normal	normal	greater than normal

-Extra-curricular: evaluate and/or support extra-curricular program
-Student government: assistance with student government
-Procedures for student registration and for graduation
-Testing and evaluation
-Procedures for student appeals

Reason(s), if not normal:

4) Resource Management

Examples of activities:
-maintain book-keeping and accounting system
-manage school generated funds
-collect fees
-maintain inventory of resources
-purchase services and materials
-project staffing needs
-prepare budget
-make decisions regarding instructional materials and equipment
-fill month-end returns

How would you gauge the number of activities in Resource Management for the observation period:

fewer than normal   normal   greater than normal

Reason(s), if not normal:

5) Support Management

Examples of activities:

-Transportation: supervises school transportation system
-Maintenance: assist in recruitment and selection of non-certificated staff;
monitor changing needs for non-instructional services;
-inform staff of legal requirements that affect school operations
-Physical facilities: manage school plant

Any long-term considerations regarding:
-new building
-BQRP
-renovations or conversions of existing facilities

How would you gauge the number of activities in Support Management for the observation period:

fewer than normal   normal   greater than normal

Reason(s), if not normal:

6) System-Wide Polices and Operations

Examples of activities:

-attend Administrators' meetings
-provide information requested by supervisors and/or researchers
-recommend staff for permanent certification, re-employment, tenure, promotion or dismissal
-ensure that school goals and objectives are consistent with district/provincial goals
monitor and control school visitors
-provide for health, welfare and safety of students and staff

How would you gauge the number of activities in System-Wide Policies and Operations for the observation period:

fewer than normal   normal   greater than normal

Reason(s), if not normal:

7) Community Relations

Examples of activities:

-develop communication channels with parents and local community

How would you gauge the number of activities in Community Relations for the observation period:

-facilitate adult education programs
-administer community use of school and facilities

Do the above classifications for "purpose" reflect your situation?
- exclusion of observer
- personal
- pleasantries
- teaching
- "task areas"

Note to observer: note discrepancies and customize instrument where necessary.

fewer than normal	normal	greater than normal

Reason(s), if not normal:

Appendix I: Content of Structured Interview For Pre-Observation Conference

Principal No. ______________________ Date: ______________________

STRUCTURED INTERVIEW FOR PRE-OBSERVATION CONFERENCE

1. Ask for personal resume regarding background: education, teaching and administrative experience, age, etc.
   If the principal does not have a personal resume, ask him to fill out the Seger, Miklos, Nixon (1981) "Questionnaire for Principals," pages 1 to 8 (to B9) and pages 10(c) to 11.
2. Career-related questions:
   a. What has been your career-pattern, for example:
      teacher--vice-principal--principal? ______________________
      teacher--principal? ______________________
      teacher/vice-principal--principal? ______________________
      other? ______________________
   b. What would you regard as a promotion? ______________________
   c. Many believe the principalship usually is well paid.
      How important is salary to you? ______________________
3. Establish approximate working hours:
   a. What time do you usually get to school? ______________________
   b. What time do you usually leave school? ______________________
4. Establish work-related activities outside working hours:
   a. Do you usually have evening work in the form of:
      1) evening meetings? ______________________
      2) work taken home or work that is done when you come back to the school? ____
      3) telephone calls at home? ______________________
   b. Do the demands of your work interfere with the time you have available for your private life?
      ____
5. Anticipated working conditions:
   a. Where do you usually conduct the largest part of your day's work, for example:
      office? ____________ staff room? ____________ other? ____________
   b. Do you anticipate many interruptions? ______________________
6. Information flow:
   a. Is there a telephone in your office? ______________________
   b. Is there a Policy Handbook or Procedure Manual for your school district/division/county? ______________________
   c. Do you personally have one? ______________________
   d. Where is it kept? ______________________
   e. How accessible is it? ______________________
   f. Ask for a copy. ______________________
7. Questions regarding cyclical pattern of the principalship:
   a. Are there cyclical patterns of work in your job on a year-round basis?
      September-October ______________________
      November-December ______________________
      January-February ______________________
      March-April ______________________
      May-June ______________________
      July-August ______________________
      or principal's own division of year: ______________________
      ____
      ____
   b. Are there patterns of work on a weekly basis?
      ____
      ____

c. Are there cyclical patterns of work on a daily basis?

8. Do you get sufficient time on-the-job to think over problems and issues?
Is you job hectic?
9. Time-management consultants say: "Set your priorities then don't allow any interruptions." How realistic is that dictum for your job?
10. Do you feel that you are in control of your time?

11. Are you concerned about the oral nature of your job?

Do you see any particular problems that can or do arise because much or your activities are spent in verbal interaction with participants?

12. Are there Administrators' Meetings for your district/county/division?
how often?
where?
13. Teaching time:
Do you teach regularly?
How often?
Must you teach, by regulation or Board Policy?
14. Policy Handbook:
How long have you had one for the school district/county/division?
How are regulations changed?
Is it difficult to change regulations once printed?
How useful are the new Policy Handbooks?
15. When do you hold a graduation?
Who graduates?
Would it be difficult to move a graduation to the fall and only graduate those who have passed?
16. Is there a Home and School, or equivalent?
How active?
Are there any activities toward becoming a "community" school?

Appendix J: Content of Post-Observation Conference II

POST-OBSERVATION CONFERENCE II
(after analysis of data)

July 4, 1985

1. The prime purpose of Post-Observation Conference II is to provide principals with the analysis of the data showing actual number of activities and time in categories observed:
   a. Media Used
   b. Location
   c. Participants
   d. Task Areas
   - Reactions and comments are solicited relating to the number of activities and the time spent on activities according to each category.
2. Information on the five principals is combined in Parts I and II. You were provided only your portion of the analysis for Parts III and IV.
3. You may write comments on separate sheets of paper or write comments on the blank sheets opposite each page of text. Placing paper clips on pages where you make comments would be very helpful.
4. Three of the five principals in this study are no longer principals of Grades I-XII schools. I would appreciate the reactions of these three principals regarding similarities and differences between a Grades I-XII principalship and the principalship they presently have.
5. I would appreciated feed-back by August 15th. Please mail the four parts to me and I will reimburse your postage. The mailing address is:
   Mrs. Jeanne R. Cooper
   Box 42
   Smoky Lake, Alberta
   T0A 3C0
6. Telephone numbers where I can be reached or a message left for me:
   Smoky Lake residence: 656-3803
   Edmonton residence: 489-4265
   County of Smoky Lake office: 656-3730
   County of Smoky Lake office: 424-7103 (Edmonton direct line)